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APRIL 1991
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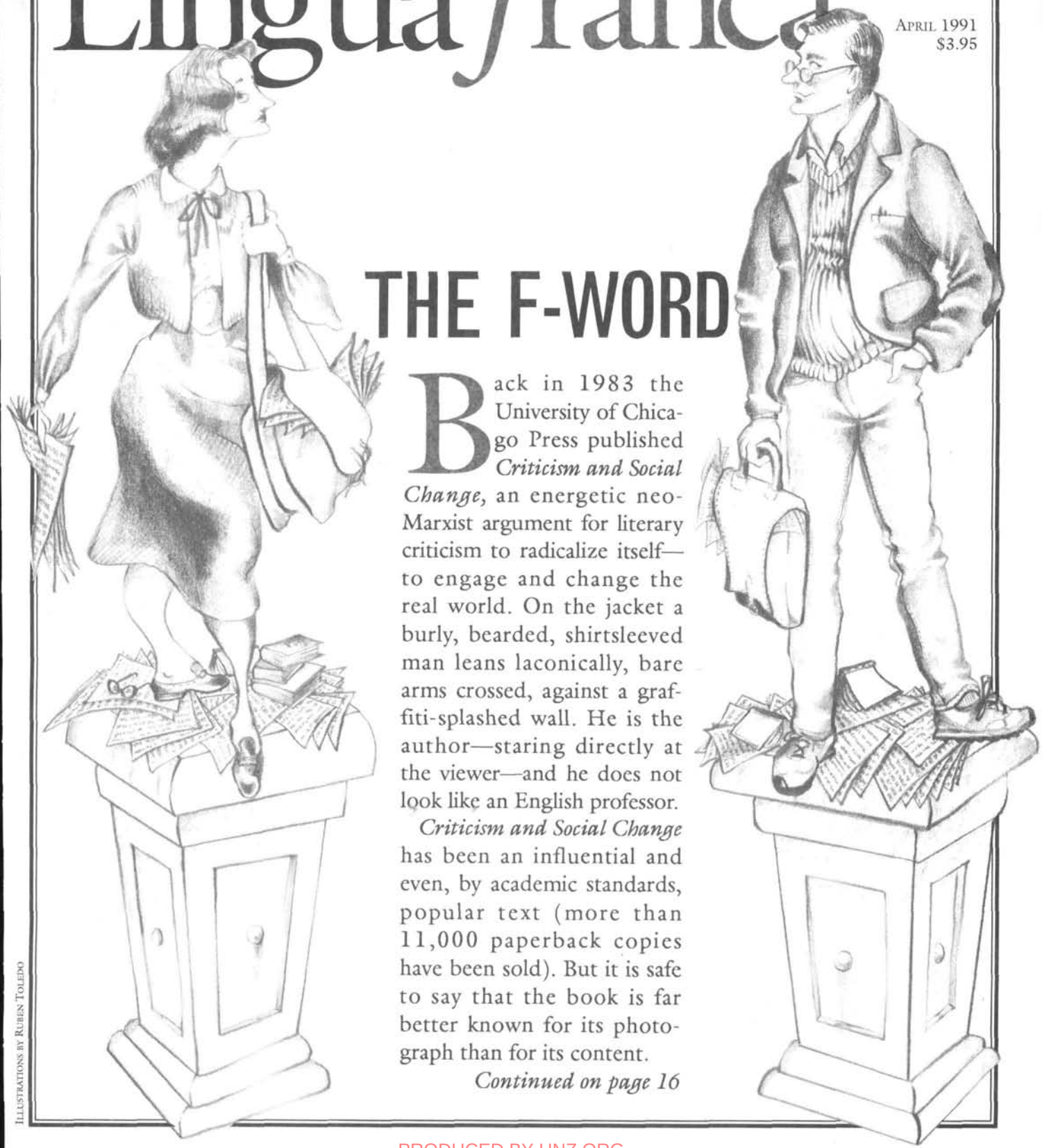

THE F-WORD

Back in 1983 the University of Chicago Press published *Criticism and Social Change*, an energetic neo-Marxist argument for literary criticism to radicalize itself—to engage and change the real world. On the jacket a burly, bearded, shirtsleeved man leans laconically, bare arms crossed, against a graffiti-splashed wall. He is the author—staring directly at the viewer—and he does not look like an English professor.

Criticism and Social Change has been an influential and even, by academic standards, popular text (more than 11,000 paperback copies have been sold). But it is safe to say that the book is far better known for its photograph than for its content.

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VOLUME 1, NO. 4 • APRIL 1991

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Letters to the *Editor*

RAMPANTLY RIGHTWARD

In response to Andrew Bowers's "Politics and Pedagogy at Dartmouth" [February 1991]—I am circulating this article because we have one of these newspapers here at Iowa State University in Ames. It's the *ISU Examiner,* only a few months old but already showing promise of becoming both obnoxious and dangerous. There is also one at the University of Iowa—*The Campus Review*—for the past eight years dedicated to making life miserable for anyone who crossed its editor. Ironically, James Freeman, now president of Dartmouth, used to be president of the University of Iowa, where he also chose to ignore *The Dartmouth Review*'s sister publication.

While we are on the subject of irony, I noticed that you ran an ad for the National Association of Scholars opposite the Dartmouth article. I suppose that's okay as long as your readers understand what the NAS is. Essentially, it's the adult version of the various reviews and its genealogy can be traced to the Institute for Educational Affairs (now the Madison Center for Educational Affairs), which bankrolls these publications. Its agenda is to rid universities of leftist professors and liberal bias; its strategy is to do so by insisting on "standards." The argument presented in the ad is both intelligent and reasonable, but don't for one second believe it. Perhaps you'd like to run a follow-up article on them. If that is not possible, I would like to refer people to "Readin', Writin', and Repressin'" by Sara Diamond, *Z Magazine,* February 1991. If that proves difficult to track down, Sidney Blumenthal's *The Rise of the Counter-Establishment* (1986), published prior to the birth of the NAS in 1987, has plenty of information on that organization's predecessors.

Jacqueline R. Smetak, *Instructor, Des Moines Area Community College, Boone, Iowa*

DEADWOOD REDUX

In his December 1990 article, Jon Wiener acknowledges that there may exist "colleges and universities where an old guard unjustly denies tenure and promotions to women and minorities," and then goes on to offer his solutions. The solutions he offers, however, treat the symptom, not the problem. His advice that junior faculty sue "departments that have established a pattern of discrimination" places an intolerable burden on the victims of unfair promotion and tenure practices. The appointment of "deans and administrators who are committed to protecting faculty members from unfair treatment" is a worthy goal. But, as Wiener must be aware, it is the rare dean or provost who will overturn a decision made at the department level. And the goodwill implied by his view that universities "establish procedures requiring that assistant professors be treated fairly when they are considered for tenure" misses the point entirely. The question must be, What specific procedures are necessary to ensure fairness?

My own recommendation is not put forward as any panacea but rather as one step in the right direction. By requiring that those responsible for making promotion and tenure decisions be held to the same standards they would hold others to is a simple matter of justice. It ensures, at the very least, that decisions will be made by those who are knowledgeable and current in their fields.

Most institutions, after all, promise "peer evaluation" in the promotion and tenure process. But few schools define what constitutes a peer. At a campus where I was recently brought in as part

Continued on page 50

Gradus

DICTIONARY OF LITERARY DEVICES

Bernard Dupriez
Translated and adapted by Albert W. Halsall

Alas, most of us have lost the full vocabulary of criticism that earlier readers possessed with confidence. *Gradus,* originally published in French in 1984, and now appearing in English for the first time, restores our literary skills. With the resources of linguistics, poetics, semiotics, socio-criticsm, rhetoric, and pragmatics, this book gives us back our 'literarity' while providing a constant source of information and delight.

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Field *Notes*

WHERE MELVILLE MEETS DOSTOYEVSKY

"WHAT COULD BE MORE banal than bringing people together to discuss nineteenth-century classics?" the Yale Slavicist Michael Holquist asks rhetorically. But the conferences Holquist is talking about—and his "secret agenda" for them—are far from banal. The meetings, now in the planning stages, will assemble American Russianists and Russian Americanists to discuss the nineteenth-century classics of their respective literatures. Actually, the object isn't so much to analyze the books themselves as it is to open up the cultural baggage that Americans bring to the study of Russian literature and Russians bring to the study of American literature.

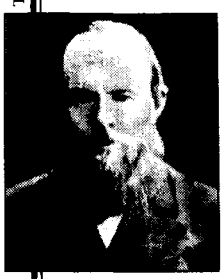
"It offers the possibility," says Holquist, "of learning about the blindnesses that each of us has when we confidently present texts from the other culture." At issue will be matters like the differing status of "the classic" in each culture. "Literary masterpieces have a kind of resonance in the Soviet Union that they don't have here," says Holquist, and the American debate about the canon and incorporation of Women's Studies and Ethnic Studies into the curriculum for the most part baffle Soviet scholars. (Though it might be said that in Soviet republics like Latvia and Lithuania, plenty of ethnic study seems to have gone on outside the classroom.)

As for the "secret agenda" of the conferences, Holquist hopes they will help "break down Area Studies under the impact of the new insights emerging out of Cultural Studies."

Area Studies, the interdisciplinary study of "strategic" regions like Eastern Europe, is "in a complete crisis," says Holquist, in part because of its entanglement with Cold War precepts, in part because the number-crunchers and "policy" gurus who dominate the field tend to eschew culture as so much intellectual soufflé. Holquist hopes conferences like these will help revitalize the field by bringing "policy types into contact with literary pointyheads to consider questions of culture in depth." The conferences themselves will constitute a kind of laboratory, he adds, for observing cultural differences and perceptions of them.

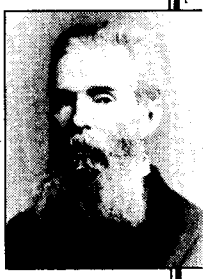
Conference planners are applying for funding from the NEH and the Rockefeller Foundation. The first intensive two-month meeting, which they hope to hold in the summer of 1992, will be in New Haven. The second will be scheduled for Moscow University the following summer.

THE GRANGER COLLECTION



Dostoyevsky

THE GRANGER COLLECTION



Melville

ANOTHER DEAD SHEPHERD

Requiescat in pacem (1955-1991)

AMERICA'S ENGLISH PROFESSORS MOURN THE loss of Professor Gary Shepherd, recently launched, via oncoming semi, from the Schuylkill Expressway and *thirtysomething* into immortality. A shepherd is dead, cut down "ere his prime," and, "oh, the heavy change" now he is gone. Unlike his college friend Michael Steadman, the virtuous Shepherd resisted the blandishments of yuppiedom. While Steadman, a rising adman, filled his life with Heinekens and station wagons by producing the "lean and flashy songs" Milton denounced in "Lycidas," Shepherd chose, Lycidas-like, "to scorn delights" and "tend the homely, slighted shepherd's trade." And so for the past three years members of the Guild have thrilled to prime-time visions of the tall, lean surrogate who read Shakespeare and explicated Emily Dickinson to millions of viewers.

Seeking tenure at an unnamed but renowned Philadelphia university, Shepherd refused to tailor his temperament to the cut preferred by departmental nonentities. Now will his erstwhile colleagues sigh deeply with Milton, "He hath not left his peer." For unlike his dubious *Animal House* counterpart, the unfortunately tenured Professor Jennings of Faber College, Shepherd did not believe that reading "Milton is boring, but it's my job." No, he taught *Beowulf* and children's stories with the same infectious enthusiasm, even at the community college where he ended his days.

A grieving Guild can only take heart from the promises of the benevolent Creator(s), Zwick and Herskovitz, that Professor Shepherd will live on, eternally emeritus, in flashbacks—perhaps one day even in syndication.—*James Bloom*

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THERE'S ALWAYS A SILBER LINING

ALTHOUGH BOSTON UNIversity president John Silber's penchant for ridicule (of blacks, elderly women, et al.) clearly played an important role in his recent defeat in the Massachusetts governor's race, some voters also wondered whether Silber's management of B.U.'s investments suited him to take the helm of the financially troubled state.

For example, there was the awkward matter of the junk bonds that the university bought to help finance Donald Trump's Trump Castle and Trump Taj Majal. Some speculated that the presence of The Donald's brother Robert (an employee of the Trump organization) on the B.U. Board of Trustees explained this vote of confidence in Trump's casino capitalism. But, in any case, B.U. pulled out of its Trump investment just in time, losing just $2,900 on the bonds.

That sum now looks like lunch money compared with the financial drubbing B.U. has taken from its investment in Seragen, Inc., a small biotechnology company in which the university is the major shareholder. According to the projections of Henry M. Morgan, former dean of B.U.'s own School of Management, the university lost more than $40 million on its Seragen investment by the end of 1990, with another $16 million in losses anticipated for 1991. Writing in the September–October issue of *Academe,* Morgan points out that the university's overall exposure of $70 to $80 million in this untested and non-income-producing company should be weighed against the school's modest total endowment of $194 million. Morgan, who supports diversified venture-capital investing by universities, calls B.U.'s all-or-nothing roll on the Seragen dice "the most aggressive use of quasi-endowment funds I have seen." As Morgan put the case against Silber's investment fantasy, quoting Justice Holmes: "Just because I enjoy sea bathing does not mean I want to be pickled in brine." Yes, indeed.

Silber

AP/WIDE WORLD PHOTOS

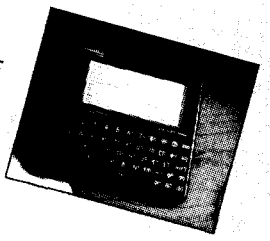
—R. J. Lambrose

FOR THE BIBLICAL SCHOLAR WHO HAS EVERYTHING

AND THE LORD SAYETH UNTO THEE: "IF THOU ART plagued by the whereabouts of a passage in the Bible, take unto thee an electronic reference product and press its tiny buttons."

Verily: The "world's first" hand-held electronic Bible—it looks like an oversized calculator—is now available from Franklin Computer at a cost of $200. Its distributor, a Lumberton, N.J., company called Technologies for Learning, promises that "any verse can be instantly summoned by a single command on the large, easy-to-read display screen. . . , simply type in one or two key phrases or words from the passage and you'll know instantly everywhere they appear in the Bible."

"You will become completely familiar with it in minutes, and if a question does arise, there's a 'Help' key for quick assistance." Look to the screen, whence cometh my help.



OF TIME AND TENURE

TENURE-MINDED JUNIOR faculty (and aren't they all?) lead taffy-pull lives, yanked in all directions by the competing demands of teaching and research. Given the departmental penchant for offering the brighter-eyed and bushier-tailed lots and lots of time at the lectern, junior-faculty teaching loads are usually heavier than those of their senior colleagues. And the untenured, unlike full professors, also have those career-making, paradigm-shifting books and articles still to write.

At Yale's Whitney Humanities Center, they are addressing this classic junior-faculty bind with a new fellowship program designed exclusively for mid-career, non-tenured faculty from around the country.

"It's a research fellowship in a kind of think-tank atmosphere," says Peter Brooks, director of the Whitney center. Candidates for the year-long fellowship are expected to teach one course one semester at Yale; they are otherwise free to pursue the contemplative life. The Whitney will match their salary at their home

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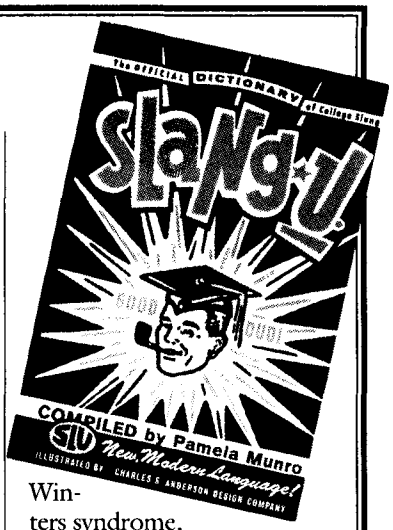
Field *Notes*

institution—up to $40,000.

Candidates are required to have taught for at least two years and to be non-tenured. Although the Whitney has funding for only one external fellow (the center already offers four "internal" fellowships to Yale junior faculty), Brooks says he hopes eventually to have four fellows a year. The first, Columbia philosopher Akeel Bilgrami, will begin his stint at the Whitney this fall.

TALK TO RALPH ON THE BIG WHITE PHONE

WHETHER YOU BELIEVE language constructs experience or reflects it, *Slang U: The Official Dictionary of College Slang* (Harmony Books) will severely bum you out. Try as they might to transform contemporary college slang into a richly inventive vein of American demotic, the editors of this collection can't quite escape the fact that many, *many*, of the words they've compiled are synonyms for vomiting, for ugly girls, and for that perennial figure of fun—the class slut. (The first category includes old standbys like "barf" and "toss one's cookies" and newer and wordier coinages like "talk to Ralph on the big white phone"; the last includes *The Flintstones*-inspired "Wilma" and the charming syncretism "turboslut.") If you thought words like "pricktease," "blueballs," and "ballbuster" were relics of a bygone sexual order, vestiges of the Doris Day/Shelley Winters syndrome, think again. In fact, judging from this collection, our youth are not a markedly inventive lot. Nor do they seem to waste much wattage on the classroom experience. Among the only curricular slang in the dictionary is: "Shit Lit" (for popular-American-literature courses), "Sadistics" (for statistics), "biff" (to fail), and "be ticking" (for talking in class unprepared).



The few gold threads among the silver here (I mean, we're talking about ancestral coinages like "Melvin" for that weird thing that junior high school kids do to each other's underpants, "sauced," the Cheeveresque term for drunk, and "rod" for—how'd ya guess?—a penis!) are really only new to white kids. They include: "(doing) the wild thing," "(doing) the nasty," "dissing" (the rap word for putting down or disrespecting), and "fly girl" (or "fly guy"), a dusted-off artifact of early twentieth-century black culture that means stylish, attractive, or cool.

The dictionary , compiled by students in a U.C.L.A. honors seminar and their teacher Pamela Munro, was first published as a volume in the U.C.L.A. Occasional Papers in Linguistics Series. Totally skanky.

RAD LIBRARIANS TRACK THE ZEITGEIST

At the Hennepin County Library in Minnetonka, Minnesota, the activist head librarian, Sanford Berman, and his staff keep close tabs on the zeitgeist—and create new subject headings every month to keep up with it. They also pressure the Library of Congress to adopt these new classifications and have succeeded in getting the nation's repository of knowledge to add about 400 new headings in the last decade, including:

Glasnost
Cold War
Disappeared persons
Indigenous peoples (replacing Native races)
Anti-smoking movement
Peer pressure
Animals' rights
Death squads
Feminist art criticism
Feminist theology
Humanistic Judaism
Weight training
Stress management
Sexual addiction
Hate crimes
Altered states of consciousness

Here are some of the cultural phenomena that the library caught up with during the past year. Look for them soon at your local library:

Children of fascists
Perfectionism in child rearing
Ex-teachers
Ex-radicals
Doom-sayers
Biotechnology and civil rights
Cultural literacy
Cultural imperialism
Gay marathon runners
Cuban-American baseball players
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War-toy boycotts
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DOLLARS FOR SCHOLARS

A FRIEND recently shared with us a fund-raising letter he received from Cumberland College in Williamsburg, Kentucky. The letter begins with the story of "Bill . . . a student here at Cumberland College," who is "broke" but "is probably going to save you money on your 1990 federal income tax return." "Incredible?" asks the letter. Yes, "but true." Bill will save you money because "Bill will not be going on welfare"—at least if you write a check to Cumberland. Neat, huh?

Save money—send a kid to Cumberland College today.

Now, out at Missouri Valley College in Marshall, Missouri, they don't need your check. Instead, they have figured out a way to save their college—by putting the students on welfare. The small four-year Presbyterian school has benefited, it turns out, from the services of super college recruiter Dennis Spellman. Spellman's strategy was to sign up hundreds of low-income people in midwestern cities for federally guaranteed bank loans to attend Missouri Valley. Enrollment at the school jumped from 400 to 1,000. Of course, many of the students (some of whom were illiterate and most of whom had not graduated from high school) quickly dropped out. But the college got to keep the loan money, and the students were liable for repaying the loans. Stranded in Marshall, Missouri, large numbers of the students began showing up at the Saline County welfare office.

Spellman is, of course, in no danger of needing welfare himself. According to the *Wall Street Journal*, his salary as executive vice president of Missouri Valley tops out at $100,000, considerably more than the college president makes. Spellman also pulls down $150,000 per year as president of Lindenwood College in the St. Louis suburbs. And then there are the two consulting firms partly owned by Spellman and his family that have received hundreds of thousands of dollars for administering off-campus programs for Missouri Valley. For Spellman, a gold mine is a terrible thing to waste.

—R. J. Lambrose

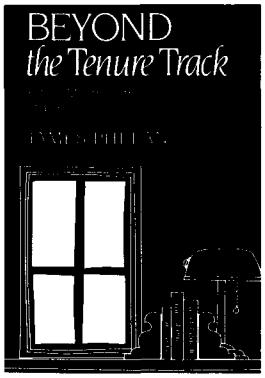
STORMIN' NORMAN

WHEN GERALD VIZENOR leaves the University of Oklahoma to take up a post at Berkeley next fall, he will have been teaching at the tranquil Norman campus for only a year. But the literary critic, novelist, and Native Americanist ("the Isaac Bashevis Singer of the Chippewa," in one critic's estimation) has thrown down a challenge that may transform the racial makeup of the university.

Since his arrival at Oklahoma, Vizenor has been publicly pressuring universi-

EDUCATING READING

Beyond the Tenure Track



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July 29 - August 2 Stephen Erdely

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M I T SUMMER SESSION

Field *Notes*

ty administrators to hire more Native American faculty—five Indians every year for the next ten years, to be exact. "What I was really doing," says Vizenor, who has occupied the Daniel Burr Chair of Letters at Oklahoma, "was putting out a large surveillance balloon to see what kind of reaction I'd get." Responses from his colleagues ranged, he says, from "absolute rejection and avoidance" to sympathy tempered by skepticism about "where you'd find fifty Native Americans." But the reaction from the administration was startlingly positive. Provost Joan Wadlow promised the central university administration would pay three quarters of the salary of any Native American scholar hired by any department. Of Vizenor's target figure of fifty, Wadlow says: "That's fine with me; if the departments can do it, we can fund them." Wadlow cites Oklahoma's relatively large Indian population—about 6 percent of the state total—and says she hopes both student body and faculty will eventually reflect, or even exceed, that percentage.

Vizenor

Vizenor wants fifty Native American scholars hired in the next ten years.

As Wadlow is well aware, that goal may be tough to meet. In 1989 (the most recent year for which data is available) only 93 Native Americans earned doctorates in all fields, as opposed to 811 blacks and 20,688 whites, according to a National Academy of Sciences report.

No department has actually hired a Native American scholar under Wadlow's salary pledge, though two have extended offers to candidates who have yet to accept them. (Out of a total permanent faculty of 707, Oklahoma already has 9 faculty members who are Native Americans.) But, says Wadlow optimistically, "We think that once we succeed in getting a few appointments, we will build a critical mass that will be a magnet to others." She hopes the high-profile presence of Indians on the faculty will attract more Indian students—undergraduate and graduate—to the university. And she says Oklahoma will recruit its own Ph.D. students as well: "We have a woman now, for example, who is working on a Ph.D. in Native American art history. We didn't have a degree program in that subject—what university would?—but we put together an interdisciplinary program."

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BREAKTHROUGH BOOKS

Recently, we asked five Middle East experts to tell us about the most provocative and important book published during the past year in their field. Here are their responses:

❧ ❧ ❧

Shaul Bakhash, professor of history, George Mason University, author of *The Reign of the Ayatollahs: Iran and the Islamic Revolution* (1990):
Alan Richards and John Waterbury, *A Political Economy of the Middle East: State, Class, and Economic Development* (Westview Press, 1990). "This study of economic development in the Middle East and North Africa is not an easy read," warns Bakhash. "But it is detailed, comprehensive, and learned. The authors show that a common thread runs through the development of the countries in the region, but without overlooking the particularities of each country. They are especially good at analyzing the benefits and limits of state-led economic growth; the manner in which state, social, and class structure influence and are influenced by strategies of economic development . . . ; and the opportunities and possibilities offered by the recent moves toward privatization in the region."

Bakhash also wanted to recommend **Albert Hourani's *History of the Arab People*** (Harvard University Press, 1991): "Much more than a survey, this book represents a synthesis of the broad themes in Middle Eastern history that have been the focus of Hourani's long involvement with the study of Middle Eastern and Arab society. These themes include the relationship between the rulers and the ruled; the role of notables, educated classes, and other elites; the special role of cities in Middle Eastern culture; the attitude of Muslim majorities to Christians, Jews, and other minorities in their midst; the Arab world's encounter with the West; and the glue that holds Middle Eastern society together."

❧ ❧ ❧

Joel Beinin, professor of history, Stanford University, author of *Was the Red Flag Flying There? Marxist Politics and the Arab–Israeli Conflict in Egypt and Israel, 1948–1965* (1990):
Gershon Shafir, *Land, Labor and the Origins of the Israeli–Palestinian Conflict, 1881–1914* (Cambridge UniversityPress, 1989). "Shafir has written a meticulously researched, theoretically informed, and tightly argued study in historical sociology," says Beinin. "He argues that the origin of the conflict between the two peoples is their struggle over the land and labor markets on the frontier of Zionist settlement and Palestine during the last years of the Ottoman Empire."

❧ ❧ ❧

Rashid Khalidi, professor of history, University of Chicago, author of *Under Siege: P.L.O. Decisionmaking During the 1982 War* (1985):
Albert Hourani, *A History of the Arab People.* Says Khalidi, "This is exactly what we should have been reading during the Gulf crisis, instead of instant histories of Saddam Hussein. This is the kind of history that is so much lacking in much of what we know about the Middle East. It's a broad synthetic history, and it covers more than you would ever have dreamt possible. But, at the same time, it isn't enormous. The problem with the book that everyone thought would become the standard history of the Middle East, Ira Lapidus's *History of Islamic Societies* (1990), is that it is more than a thousand pages. Hourani's book is five hundred pages and, at $25, priced reasonably, by Harvard standards. It isn't scintillating, but it's well written, and it has a lot of good charts and maps that will make it accessible to the non-specialist."

❧ ❧ ❧

Richard Bulliet, professor of history, Columbia University, author of *The Camel and the Wheel* (1990):
Abraham Marcus, *The Middle East on the Eve of Modernity: Culture and Society in 18th Century Aleppo* (Columbia University Press, 1989). Bulliet calls this "a brilliant book that hasn't been noticed to the degree it should have been, a superb study of the city of Aleppo in the eighteenth century—a work of really sophisticated social history on an incipiently modern Arab city."

❧ ❧ ❧

Henry Munson, professor of anthropology, University of Maine, author of *Islam and Revolution in the Middle East* (1988):
Samir al-Khalil, *Republic of Fear: The Politics of Modern Iraq* (University of California Press, 1989). "[The reissue of] this book has been on the bestseller list for obvious reasons," says Munson. "But it really is rather an interesting and literate account of the Ba'ath Party and the way Saddam Hussein has used terror to maintain authority in Iraq, although in my opinion it focuses a little too much on the official texts of the party."

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Titles in Middle Eastern Studies

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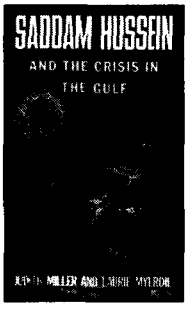

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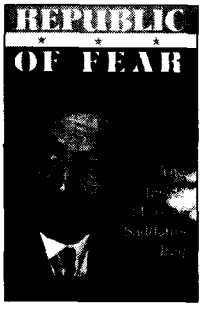

Samir al-Khalil

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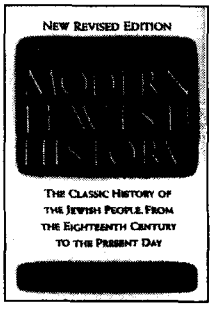

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Inside *Publishing*

IT'S ONLY ROCK AND ROLL, BUT WE DECODE IT

Bruce Springsteen

Bruce Springsteen may be the pickup owner's rock star of choice, but for such an unshaven American Ur-guy, he certainly kisses, clasps, and otherwise manhandles saxophonist Clarence Clemmons a lot. Then there are those soulful women's ballads he sings, those boy-toy leather outfits he now wears, and his casual interjection of gay and lesbian couples in a recent video.

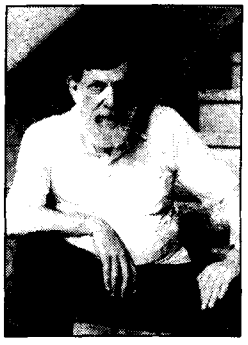
Why is The Boss doing these things? According to Martha Smith, a professor of English at the University of Maryland, they are all aspects of a Springsteenian strategy for resisting co-optation as the majority culture's heterosexual poster boy.

Smith's thoughts on Springsteen's self-destabilization as "a manly icon for a 'mythical America'" will appear this fall in Duke University's Fish Tank house organ, the *South Atlantic Quarterly*. In an issue devoted to rock and roll and guest-edited by Anthony DeCurtis, a senior editor at *Rolling Stone* magazine, critics Greil Marcus (on the legend of Elvis), Robert Palmer (on the origins of rock and roll), Indiana music professor Glenn Gass (on teaching rock in the classroom), *Rolling Stone* reviewer Alan Light (on rap and hip-hop), and New York writer Mark Dery (on Laurie Anderson) will also weigh in with contributions.

DeCurtis is no stranger to the grooves of academe. He earned a Ph.D. in American literature at Indiana University and taught for two years at Emory before becoming discouraged by the academic job market of the late seventies. DeCurtis struck up a friendly correspondence with *SAQ*'s editor, the literary critic Frank Lentricchia, when he discovered they shared an interest in the novelist Don DeLillo. About a year ago, Lentricchia asked DeCurtis to edit a special issue of the heavy-hitting journal—which is a bit like being asked to sit in on a jam session with some avant-garde jazz musicians.

Says DeCurtis, who edits the record reviews in *Rolling Stone,* "I've been thinking of it half as a special issue of a high-powered scholarly journal and half as a special issue I might edit of *Rolling Stone*. In some sense both—dare I say it?—*discourses* have been pushed to their respective margins, with journalism becoming more trivial and academic writing more arcane . . . We're not being anti-theory—we want to keep the ideas; we just want to clear the air a little."

POETRY IN MOTION?



John Hollander

The prestigious sixteen-year-old Princeton Series of Contemporary Poets is in limbo while Princeton University Press decides whether to discontinue publishing poetry altogether.

The apparent demise of the series has been unceremonious in the extreme. Last year, when John Hollander resigned as Princeton's poetry judge, the series was transferred to a new editor, who is not currently looking at poetry manuscripts. Hollander himself has not been replaced, and the last volume in the series as constituted will appear in May.

Rumor has it that Princeton's current director, Walter Lippincott, simply has no interest in publishing poetry, a position that, financially, is not difficult to defend. Robert Brown, the former editor of the series, notes that "the pressures on poetry are enormous. As a body of work, it doesn't sell well. You have to be enormously dedicated to it." Brown says some of the Princeton books, those by Robert Pinsky and Alicia Ostriker, for example, did well by poetry's standards, selling 2,000 to 3,000 copies. But others sold only about 1,200 in hardback and paperback combined, figures that evidently disappointed the powers that be. "Basically, the sales were so terrible," says Lippincott. "If we can't get more than 700 readers for paperbacks priced under $10, in some cases, then it may not be worth doing at all."

When word got out that the press might cancel the series, poet William Logan organized a letter-writing campaign in support of it. "Two or three dozen" poets and critics respond-

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ed, he says, including James Merrill, Rachel Hadas, Jorie Graham, and Helen Vendler. "I don't think Princeton had any idea how much goodwill this series had generated in the literary community," says Logan, whose companion, Deborah Gregor, has published with Princeton. "It has been one of the best of the contemporary poet series. To lose it would be to lose a resource in literature, and at a time when we've recently lost *The Yale Review* and the National Book Award in Poetry (which hasn't been given out in ten years) and when trade presses have, in many cases, given up on poetry."

Emily Wilkinson, the caretaker-editor to whom Lippincott assigned the series, stresses that "it's premature to say we've canceled the series." But she does not deny the possibility. A final decision, says Wilkinson, is likely to be made in the next six months.

FRIENDLY TAKEOVERS

Basil Blackwell has been expanding its journals division in the United States and attracting some journals away from other presses in what a Blackwell spokesperson calls "mutual takeovers."

One example is the five-year-old *Yale Journal of Criticism,* which was published by Yale University Press until September 1990. Seeking more aggressive promotion for the journal, its editors parted ways with the Yale press, by what one of them calls "mutual assent," and switched to Blackwell.

Blackwell has been publishing journals out of its American offices in Cambridge, Massachusetts, for only two years (its British parent has been at it far longer), but it has been moving fast. Blackwell recently took over two journals published by the American Sociological Association (*Sociological Theory* and *Sociological Methodology*) as well as *Zygon: A Journal of Religion and Science,* previously published by the University of Chicago. Journals manager Colleen Doyle says she is negotiating with several other American academic associations about publishing journals they already do, and about starting new ones.

For most of the journals making the move to Blackwell, the aim is to boost circulation. For Blackwell, the payoff is not only in prestige: "For publishers, journals are a wonderful thing," says Doyle, "because subscribers pay for them up front. Even if you're not a profitable journal, even if you just break even, you still bring liquidity."

BEHIND THE BOOM

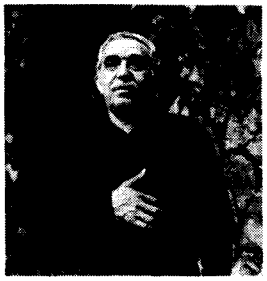

PHOTO © HELMUT NEWTON

In the early sixties, the explosion of Latin American literature known as "The Boom" brought writers like Carlos Fuentes, Gabriel García Márquez, Mario Vargas Llosa, and Julio Cortazar to the attention of the world. To many North American and European readers, the magical realism of "The Boom" seemed like magic itself, for most of its literary lights were unknown or disregarded outside of Latin America and the Caribbean. A stunning body of work seemed to have been conjured out of thin air.

Now, in an ambitious international publishing project, the University of Pittsburgh has begun distributing the *Colección Archivos,* definitive original-language critical editions of 120 twentieth-century literary works from twenty-two Latin American and Caribbean countries. "This is literally the twentieth-century Latin American canon," says Frank Moone, acquisitions editor at Pittsburgh.

Argentina, Brazil, Colombia, Mexico, France, Italy, Spain, and Portugal have all helped finance the UNESCO-sponsored project, which is under the directorship of Amos Segala of the University of Paris. Among the fourteen titles now available are: *Paris, 1924–1933,* the early writings of the Guatemalan Nobel Prize winner Miguel Angel Asturias; *Los de abajo* ("The Underdogs"), Mariano Azuela's 1916 novel of the Mexican revolution; *Paradiso,* the Cuban writer José Lezama Lima's big, lush novel of 1966; *Las Memorias de Mama Blanca,* a 1929 novel by the Venezuelan feminist Teresa de la Parra; and the complete poems of César Vallejo.

English translations of all the books will begin appearing next year, under the supervision of Julio Ortega of the Department of Hispanic Studies at Brown University. "The Boom" will never look like an immaculate conception again.

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Inside *Publishing*

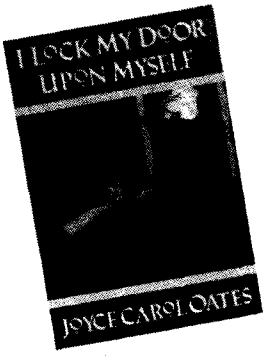
DISCIPLINE AND PUBLISH

The University Press of Virginia is seeking manuscripts for a new series called "Knowledge: Disciplinarity and Beyond"—books that track the histories, rhetorics, methodologies, and "institutional topographies" of academic disciplines. The series will be edited by Ellen Messer-Davidow and David Sylvan of the University of Minnesota and David Shumway of Carnegie Mellon, who is himself at work on "a genealogy of American literature as an academic field."

The three say the series will scrutinize a wide range of disciplines and not shirk those, like economics and the hard sciences, that have tended to be indifferent or even hostile to post-struc theory and other forms of critical self-examination. "In the humanities, we have all these critical discourses—literary theory, cultural studies, deconstruction, neo-Marxism, and feminism," says Messer-Davidow. "Those discourses are moving into some of the social sciences—anthropology, sociology, and, to some extent, political science—but they are making almost no inroads into, say, economics or experimental psychology." Or accounting. Messer-Davidow says the first volume in the series, a collection called *Knowledge: Historical and Critical Studies in Disciplinarity,* will address that gap with an essay on "radical accounting." (For all you unre[de]constructed Strunk and Whiters, you're right: "disciplinarity" isn't a word. Those coinages just keep coming, don't they?)

Proposals of about ten pages for both monographs and edited collections may be sent to The University Press of Virginia, Box 3608, University Station, Charlottesville, Va. 22903.

ARTFUL FICTIONS



The Ecco Press, publisher of Paul Bowles, Ford Madox Ford, Josef Skvorecky, and the elegant literary magazine *Antaeus,* has inaugurated a new series of book-length essays on artists— meditative appreciations rather than scholarly monographs—by various poets, essayists, and novelists. Guy Davenport's *The Balthus Notebook* has already appeared. Future pairings include John Yau on Andy Warhol, Charles Simic on Joseph Cornell, and Mark Strand on Edward Hopper.

In a parallel fiction series, just under way, Ecco is inviting prominent writers to create novellas "inspired" by paintings. The somewhat wobbly rationale behind the project, according to Daniel Halpern, Ecco's editor in chief, is that "most writers have a painting in their past, a work of art that at some point in their lives left a lasting impression. This is a way to commemorate that influence as well as a celebration of the short novel form."

The ever-fecund Joyce Carol Oates has written the first volume, letting her imagination spin off from an 1891 painting called "I Lock My Door Upon Myself," by the German artist Ferdinand Khnopff. The witchy woman in Khnopff's vaguely Pre-Raphaelite painting seems to be the model for the novel's almost supernaturally willful heroine. Beyond that, the shadow of Khnopff's painting is difficult to detect—but then inspiration works in mysterious ways.

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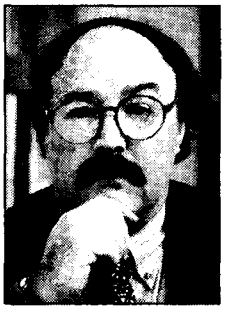

STUART BRATESMAN/DARTMOUTH COLLEGE

Larry Kritzman

Who says academics can't get no respect? The French government has just made Dartmouth professor Larry Kritzman a knight, of all things, entitling him to a ceremonial purple ribbon. What's not to like? Kritzman's knighthood (his rank is actually *chevalier*) comes in the form of membership in L'Ordre des Palmes, an academic equivalent of the Legion of Honor first established by Napoleon in 1808.

The honor has its ironies. Kritzman, who describes himself as "150 percent New Yorker," comes from a family of German, Russian, and Jewish descent, "New York business types" who never particularly cared for the French. "In the first place, they thought the French had bad credit, that they didn't pay their bills, which went back to World War I. And in the second place, there was the matter of France's questionable relationship to the Germans in the Second World War."

Kritzman, who is at work on a book called *The Horizon of Despair: Intellectuals and French Politics Since World War II,* is also co-editing (with Richard Wolin of Rice University) a series of translations for Columbia University Press called "European Perspectives." It will include classic twentieth-century texts as well as contemporary works by leading European thinkers—historians, social philosophers, and cultural critics—that are all making their first appearance in English. The first titles in the series are Theodor Adorno's *Notes on Literature* and Julia Kristeva's *Strangers to Ourselves,* both to be published in April. "European Perspectives" will also include a French triumvirate of much-talked-about work on collective memory and national identity: Jacques LeGoff's *History and Memory,* Pierre Vidal-Naquet's *The Assassins of Memory,* and *Les Lieux de Memoire* (Pierre Nora, ed.), a massive collection of essays about the symbols and rituals of French nationhood, which Kritzman calls "one of the most important historical projects of the last twenty-five years."

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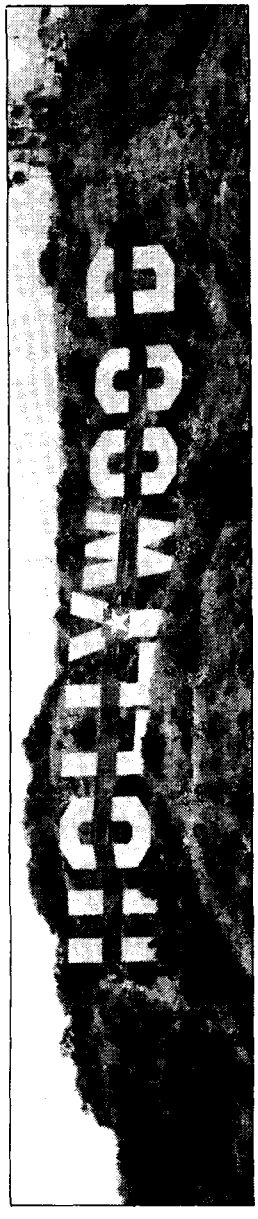
WHAT DO EDITORS REALLY WANT?



AP/Wide World Photos

As far as film studies is concerned, the short answer is, "I'm not sure." Film studies is a discipline still in formation, and our editors' responses turned into an intriguing condensed survey of the field itself:

One of the sharper divisions in film studies these days is between scholars who are basically schooled in literary theory and tend to analyze films as texts, and those more inclined to study moviemaking as an industry. By virtue of the editors they chose for their series, presses tend to favor one approach or the other. For example, the film-studies series at the University of Texas is under the academic editorship of Thomas Schatz, author of *The Genius of the System: Hollywood Filmmaking in the Studio Era*. In it Schatz analyzes such artifacts as labor costs and shooting schedules, and argues that in the Hollywood studio system producers and studio heads, not directors, were the true "auteurs" of individual films. Frankie Westbrook, film-studies editor at U.T., says, "Schatz is interested in books that show some understanding of the industry. Many of the more literary approaches assume the auteur theory, that the director has total control. He's more interested in how individual directors work within a context that is financial as well as aesthetic." U.T. has done several books on international cinemas—Asian, Israeli, Latin American—and their industries. Westbrook is "looking desperately for a good one on Australian cinema."

At Cornell, on the other hand, frustrated film-studies editor Bernhard Kendler is looking for manuscripts that are "sophisticated in terms of critical literary theory as well as film theory." The problem, says Kendler, is that "the stuff we've gotten so far from people in film hasn't been very appealing—it tends to be jargony, overly technical, not well written by my lights." Kendler adds, hopefully, "We're relatively new in this field and are just starting to really get into it, but we are looking to expand the list."

Cambridge University Press has three film-studies series, all overseen by editor Beatrice Rehl. For Cambridge's Studies on Film, says Rehl, she and academic editors Henry Breitrose at Stanford and William Rothman at the University of Miami are "proceeding on the assumption that the bases of film study have yet to be created." Rehl says the field is short on standard texts that initiate students in the basic techniques of reading a film; the discipline has "leapfrogged" over the basics, she believes, "to get into feminism, deconstruction, and all sorts of interesting theory. But, as a colleague of mine remarked, how can you deconstruct what has yet to be constructed?" The series includes translations of critical texts by directors like Eisenstein and Renoir, critical readings of films, and overviews on topics as disparate as Chinese political drama since 1949, British documentary filmmaking, and satire in Soviet cinema. The common thread, says Rehl, is that all of them aim "to teach the language of cinema. How many people getting to grad school know how to do critical readings of a film, shot-by-shot analyses?"

The Cambridge series, on Mass Communications, examines how "different kinds of media—TV, film, radio—have been used by government agencies or governments themselves to further their political goals." One entry in the series is on Leni Riefenstahl and Nazi cinema; a forthcoming book deals with the trade wars between Europe and Hollywood in the thirties, forties, and fifties, "how, over the course of these three crucial decades, Hollywood came to dominate the film industry" through strict controls over the import and export of movies.

Rehl says that in both series she is "going after the solid work, building up a bibliography . . . Most film studies are in what I call 'moonspeak'—total gobbledygook. There has not yet been a rigorous training in film studies."

By contrast, Leslie Mitchner at Rutgers says she is looking for "books that treat [both] film within a larger cultural context and films that people have actually seen." She mentioned, as one example, the recent Rutgers release *From Hanoi to Hollywood*, edited by Linda Dittman and Gene Michaud, which deals with representations of the Vietnam War on film. Rutgers is also one of the few presses—trade or academic—to have an ongoing series of continuity scripts. For the last five years, Rutgers has been bringing out the scripts of classic Hollywood and European films like *Bringing up Baby* and *Breathless*, annotated with critical commentary. *Lf*

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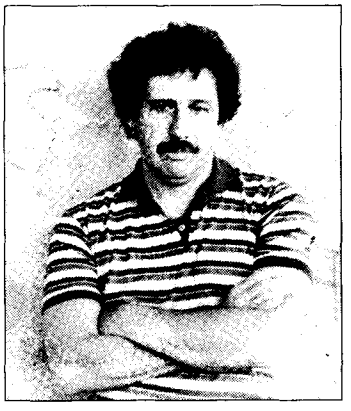
Continued from the cover

Indeed, it could be argued that the author himself is better known for his pose than his prose. Lentricchia has been made into an icon. In the afterword to the book, the eminent Kenneth Burke wrote that Lentricchia *looked* so tough that he felt "relieved on learning that Lentricchia is largely on his [Burke's] side." And a review in *The Village Voice* called him "the Dirty Harry of contemporary literary theory."

It's a bit Borgesian: Lentricchia has been, to some extent, supplanted by his past self, which continues to resonate within and without the academy. A 1988 *New York Times Sunday Magazine* article by James Atlas goes on at length about the now-famous image (the magazine photographed today's clean-shaven Lentricchia striking a similar attitude in similar surroundings), and about Lentricchia being a man who—as a scholar and clotheshorse—would never be confused with Cleanth Brooks, the presumed embodiment of both sartorial and intellectual gentility. Brooks, Atlas feels certain, would wear a "gray suit and neat bow tie," a getup that implicitly, but completely, distinguishes between the tough, ethnic neo-Marxist insurgent and the patient WASP reader of the lyric poem.

Also in 1988, in the rarefied pages of *Critical Inquiry,* the feminist controversialists Sandra Gilbert and Susan Gubar scornfully depicted Lentricchia as one of an historical gang of American writers—guys who, feeling "their potency to be imperiled," turn reflexively to "virilization-as-defense." "Their chief exhibits," Lentricchia notes in his response, "are photographs," in particular what Gilbert and Gubar call "the infamous photograph on the back of *Criticism and Social Change.*"

A REVIEW IN THE VILLAGE VOICE CALLED HIM "THE DIRTY HARRY OF CONTEMPORARY LITERARY THEORY."



Lentricchia may even have spawned a tradition—a "Born in the U.S.A." school of author photos. Berkeley English professor D. A. Miller, for example, is seen in what Jerome Christensen, in the Winter 1990 *Critical Inquiry,* calls a "Lentricchia" on the jacket of his recent work, *The Novel and the Police.* Miller's pose neatly mimes that of his great original, whom he does one better by wearing a tank top rather than a polo shirt.

So today, nearly a decade after dressing down for public scrutiny, a Duke professor has a certain very specific notoriety. He is, or rather is reputed to be, a contentious, diamond-in-the-rough academic, who says he doesn't "give a shit about fashion." But none of this—none of it—would have happened had Frank Lentricchia worn a Harris tweed jacket, button-down shirt, V-neck sweater, and tie. Of course, no one in the academy gives a shit about money, either.

What, then, is the *real* relationship between scholars and fashion? *LF* turned to fashion historian Valerie Steele to help us elucidate the matter. LF

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THE F WORD

BY VALERIE STEELE

Once, when I was a graduate student at Yale, a history professor asked me about my dissertation. "I'm writing about fashion," I said.

"That's interesting. Italian or German?"

It took me a couple of minutes, as thoughts of Armani flashed through my mind, but finally I realized what he meant. "Not *fascism,*" I said. "*Fashion*. As in Paris."

"Oh." There was a long silence, and then, without another word, he turned and walked away.

The F-word still has the power to reduce many academics to embarrassed or indignant silence. Some of those to whom I spoke while preparing this article requested anonymity or even refused to address the subject; those who did talk explained that many of their colleagues found it "shameful to think about fashion." One professor explained the "denial" of fashion this way: "People say that they don't care about fashion, but that may be because they aren't self-conscious enough to envision a personal style. Style is what most academics don't have."

Academics may be the worst-dressed middle-class occupational group in the United States. But they do wear clothes. So I set out to discover what professors choose to wear (the clothes don't grow in their closets), what they think about fashion (even when they claim not to think about it), and, well, why they tend to dress so badly.

THE MIND-BODY PROBLEM

Obviously, a university is not like a law firm, where the rules governing appropriate attire are both narrow and explicit. Back in the 1950s some universities did have a coat-and-tie rule, but this has long since disappeared. Peter Baldwin, an assistant professor of history at UCLA, remarks that academics are "under no pressure to dress well." And Deborah Kaple, a lecturer in sociology at Princeton, observes that some academics regard it as "one of the perks" of the job that they "don't have to pay attention" to how they dress. But if everyone in academia is happily doing his or her own thing, why is it so often the same thing? (Just look around your department.)

"Theoretically, anything goes," says Susan Kaiser, author of *The Social-Psychology of Clothing: Symbolic Appearances in Context* and associate professor at UC Davis, "but in practice, within a small-group context, such as a department, a subtle kind of negotiation goes on. We influence one another."

Certain widely held (but little examined) philosophical and epistemological assumptions militate against on-campus sartorial nonconformity. In academic circles, many professors say, clothing is perceived as "material" (not intellectual) and, therefore, "beneath contempt." There is a sharp division between "the life of the mind and that of the body"—and as a result (one professorial source quips) academics tend to have "bad bodies, and no one dresses well."

According to John Brewer, a professor of history at UCLA, "To dress fashionably is to be labeled frivolous, to seem to care about the body and, therefore, by implication, to downplay the life of the mind. Most colleagues view sartorial interest and especially sartorial 'play' or facetiousness with a mixture of amusement, condescension, and fear. Dowdy is safe and serious; bad dressing, one of the last ways in which academics can project the illusion of otherworldliness."

Among leftists, fashion is also regarded as "bourgeois," and so they often "go out of their way to distance themselves" from it, observes Michael Solomon, editor of *The Psychology of Fashion* and chairman of the Department of Marketing in the business school of Rutgers University. Aging " '68 types" are often "aggressively informal," agrees Baldwin, and "deliberately dress down for class." But even conservative professors often look barely respectable. In fact, because so many academics implicitly believe that fashion is frivolous, vain, and politically incorrect, certain styles are, in effect, virtually compulsory, while others are practically taboo.

LE LOOK

When asked to characterize academic style, one Dartmouth professor immediately replied, "Tweedy and rumpled. But don't quote me." A woman at UC San Diego also summed up her male colleagues' sartorial style as "ratty tweed jackets and tight

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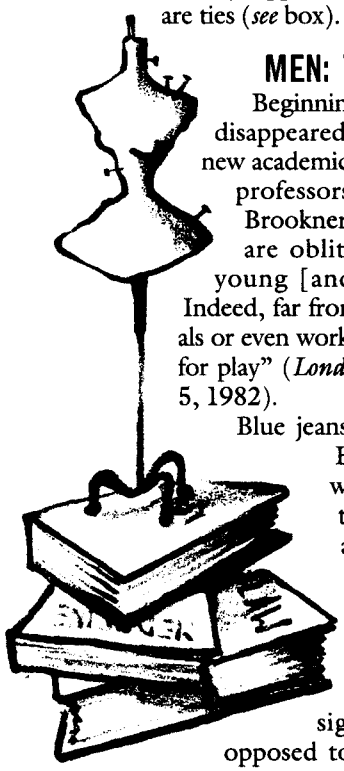
jeans." Please notice the modifiers "ratty" and "rumpled" (more later on "tight").

This state of neglect, which in the academic setting reads as a self-conscious lack of interest, dates back at least to the 1950s and has Anglophile, even Anglican, antecedents. Gospel, according to the traditional upper-class Englishman, has it that a good Donegal tweed jacket lasts forever. If it gets a bit frayed, all the better. American academics have simply copied this shabby-genteel look, so today the tenured sons of Russian, Italian, Polish, and Irish immigrants all look like rural Church of England vicars.

In the modern American context, to wear jackets rather than suits is to adopt a lesser degree of formality compared, for example, with businessmen or, closer to home, college administrators. But to wear a sports jacket and tie imparts an impression of formality and authority.

As a result, there is something of a split between professors who wear ties and those who don't. Baldwin distinguishes between "the Harvard compulsion to cravats versus the California obligatory tieless look." But even aside from arty, upper-class cravats, there are ties and there are ties (*see* box).

MANY ACADEMICS FIND IT "SHAMEFUL TO THINK ABOUT FASHION."



MEN: THE SEMIOTICS OF DENIM

Beginning in the 1960s, when dress codes disappeared from American high schools, a new academic style also emerged among college professors. As British art historian Anita Brookner put it, "All degrees of seniority are obliterated in the desire to look as young [and] as carefree. . . as possible." Indeed, far from wanting to look like professionals or even working adults, professors "are dressed for play" (*London Review of Books,* April 15–May 5, 1982).

Blue jeans are the operative garment here. How better to assert solidarity with the young than to dress like them? And jeans have the added advantage of having (formerly) been associated with the proletariat. A professor might be the oldest, most powerful, and least hip person in the classroom, but his antiestablishment clothing signified that he was a free spirit opposed to pernicious hierarchical distinctions between the teacher and the taught.

Also, jeans tend to be worn tight. "Not to put too fine a point on it, his attire can be saying that he is ready to sleep with his students," wrote Jacob Epstein, an English professor at Northwestern University and author of "Reflections of an Academic Dandy," published in *Gentlemen's Quarterly* (October 1985). Surrounded by young people yet aging themselves, many professors succumbed to a type of arrested sartorial development. However, novelist Angela Carter is probably correct in suggesting that "jeans have lost their chic since the class of '68 took them into the senior common room. . . . They are now. . . a sign of grumpy middle age" (*New Society,* January 13, 1983). And one California professor reports that her students have said that professors should not wear jeans because they are "too old."

The sweater, either alone or under a jacket, is another garment frequently worn by male academics. Sweaters, of course, can be extremely beautiful, but in academic circles they almost invariably represent what one male professor ruefully calls another aesthetic "missed opportunity." As one woman scholar complains, the majority of professors seem to wear baggy, stretched-out sweaters in boring colors and cheap materials.

WOMEN: THE TYRANNY OF EARTH TONES

Women academics are "a disaster," insists one female professor in California, citing frumpy suits, sensible shoes, and outmoded haircuts. With their "asexual clothes and handbags [that] are satchels," with "no makeup and no jewelry," laments one woman professor at an Ivy League university, the "subconscious message" of her collegial sisters is: "If I could, I'd be male."

Certainly, femininity is out. So is anything too conspicuous or body-revealing. Like most female professionals, the majority of women in academia tend to minimize any sartorial eroticism while maximizing status signifiers. "Most female faculty look like bankers and lawyers, even when the men are in polo shirts," is the succinct assessment of a UC San Diego scholar.

Yet upon closer inspection, women academics do not really look like bankers, lawyers, or business executives. Sad to say, they lack marketplace flair. Skirts, for example, tend to be significantly longer than those of most professional women: to mid-calf, when the fashionable length is slightly above the knee. The jacket (the female executive's badge of authority) is seen less often in academia, where professors

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Dressed To Thrill

It's just a skirt—albeit a skirt made out of men's ties, pointy ends drooping, joined at the waist. But ever since Jane Gallop first started wearing it on the lecture circuit, "The Skirt" has been the stuff of scholarly footnotes and lurid lit-crit legend. Gallop collected the ties, like limp trophies, from the guys she's slept with, goes one rumor. Or scalped them off her male colleagues at the MLA convention. "Oh, yeah, I've heard both of those, and they're both apocryphal," says Gallop, an English professor and the author of four books, including *The Daughter's Seduction: Feminism & Psychoanalysis* (1982) and *Thinking Through the Body* (1990). "The truth is that I bought the skirt when I was a graduate student at Yale. And for a while, I wore it whenever I gave talks about the phallus—there was a lecture I'd do called 'Phallus/Penis: Same Difference' and one that contained the line 'plunged into a network of complex ties.' It was the most eloquent dress-act I've ever been able to do. It was such an explicit comment on the phallic mode of dress, played with and transformed into the ultimate feminine form of dress. That skirt," she adds, "became famous before I did."

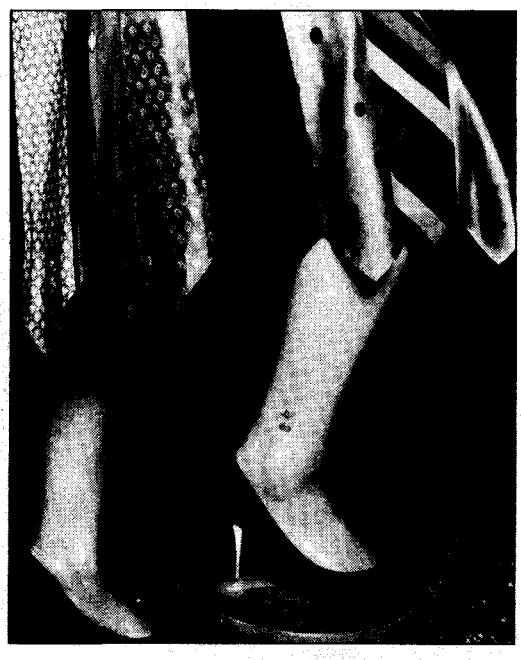
And it's not only the skirt. Gallop's dress-for-excess conference wear also includes spike heels, seamed hose, a big black hat, and the kind of form-fitting black dress once favored by Joan Crawford and Rosalind Russell; a clingy, leopard-skin jersey dress, worn, pointedly, when Gallop was five months pregnant; black leather pants, wicked stiletto heels, a silk flower, tucked, Billie Holiday–style, behind her ear, crimson metallic nail polish; a dress spattered with sequined stars, which she donned for a recent star turn as a keynote speaker.

Gallop is the rare academic who thinks a lot about clothes and what they signify and, what's more, will cheerfully admit to the vice. Her sartorial style isn't fashion but costume, a way of manipulating, sometimes to the point of parody, certain conventions of femininity—a little like Madonna, a little like a drag queen. "When I was an undergraduate, I had a number of gay men friends...who saw feminine style not as some restrictive role but as something one could put on and take off as a kind of performance. It was made theatrical, put into quotation marks, because it was worn by men."

But women can project the same kind of irony when they adopt ultra-femme wear, Gallop believes, provided they do so in unexpected settings. Like the lecture hall. "I don't think you can pull it off at a cocktail party, or as a secretary or receptionist, when you're supposed to be advertising your sexuality. But in the academic world, because femininity is so deeply excluded—from the lectern, from the position of knowledge—that sort of dress operates in some kind of interesting tension with other expectations."

The thirty-eight-year-old Gallop, who now lives in Milwaukee and teaches at the University of Wisconsin, hopes her campy exhibitionism has challenged academics to think about the way they dress—to bring clothes out of the closet, as it were. She knows her hobble skirts and totter heels violate all kinds of codes, and she's tickled that they do. Women in the academy tend to project a "gender-neutral" style, she says, while the understated tweeds worn by both men and women bespeak a certain elitism. "People have said that I dress like a bad girl but also like a poor girl. There's a class and an ethnic dimension to the way academics dress, as well as a gender dimension, because basically they're dressing like English landed gentry. When women wear sensible shoes and good tweeds, they're dressing like rich, WASP women. Drawing more attention to yourself is associated with non-WASP ethnic groups and non-rich people. And the way I dress is a refusal of some of these associations with the traditional academy."

Gallop's getups offer a running commentary on her work, a spotlight on the signifier, and an insistent reminder of the female body and its claims. "I see a strong analogy between how one dresses and how one writes," says Gallop, who has a background in deconstruction and has written on Barthes, Lacan, and de Sade. "Style is a good crossover word in this respect. You can either not think about your style and concentrate on your ideas—which tends toward disembodiment and idealism—or you can think a lot about both." She always sits when she delivers a lecture so that "people can see my clothes and my body. Behind a lectern, people are seeing only a disembodied head." And what Gallop wants to announce is this: "Yes, I'm a mind—here are my ideas—but I'm also a body." —*M.T.*



Photos By Dick Blau

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tend to wear separates.

Female academics almost never wear high heels, which are regarded as "politically retrograde." But most professional women do wear heels, and the highest-paid female executives frequently wear the highest heels. Academics eschew color (even as accents); instead, they favor "low-keyed earth tones" or "frumpy beige." Says one female professor, some are "literally slovenly"—a cardinal sin in the business world. And even when trying to look "nice," women academics tend to dress like teenagers: unsophisticated flower-print dresses (Laura Ashley neo-Victoriana seems to appeal to historians) or simple skirts and blouses.

Thus, although professors self-consciously perform in classrooms and lecture halls, they tend to ignore sartorial strategies of self-presentation and seldom use clothing to "sell" themselves. The "cult of authenticity," says one Californian, means that you can't and shouldn't "disguise who you are."

What is responsible for this distaff fashion debacle? The problem, says Nancy Koehn, a lecturer in history and literature at Harvard, is that for women to be well dressed (not even fashionable, just well put together) can be "a double-edged sword." While students may actually prefer professors to dress with some flair (sophisticated post-sixties consumers, they do not share the fashion biases of their professors), says Koehn, there is always a question mark in her colleagues' minds: "Can we possibly take her seriously if she wears an Anne Klein skirt?"

Sexually provocative dress is "definitely a big issue," according to a number of women professors who report that both male and female students "always" comment on their appearance. The remarks are usually positive ("great dresser! so cool!") or innocuous ("She wore the same outfit twice in a row. I counted"). But not always.

"I can't concentrate on my work if I get a hard-on." A woman professor coming up for tenure at an Ivy League university is said to have received this comment on one of her student evaluations. She felt that it constituted sexual harassment and had it suppressed, but the issue is not so easily dismissed. Is your dress provocative to students? How sexy are you allowed to look? These are questions, freighted with anxiety, that women academics of all political persuasions confront daily. One woman concludes that students tend to "take you more seriously if you wear a bra." A woman's colleagues may also be deeply hostile to the idea of feminine or provocative dress.

"I don't lecture to students wearing a codpiece," expostulated one male economist, as he angrily recalled that when he was teaching at MIT, a female colleague gave a lecture wearing a short skirt. "The students kept staring at her legs; it was very unprofessional. Women should dress to be one of the boys."

TENURE AND TASTE

Can a style of dress hurt one's professional career? True to form, most academics deny that it makes any difference whatsoever. But a few stories may indicate otherwise: When a gay male professor was denied tenure at an Ivy League university, some people felt that he was penalized, in part, for his dress. It was "not that he wore multiple earrings" or anything like that, but he did wear "beautiful, expensive, colorful clothes that stood out" on campus. At the design department on one of the campuses of the University of California system, a job applicant appeared for her interview wearing a navy blue suit. The style was perfect for most departments, of course, but in this case she was told—to her face—that she "didn't fit in, she didn't look arty enough."

Another bit of evidence that suggests dress is of career significance for academics is the fact that some universities (such as Harvard) now offer graduate students counseling on how to outfit themselves for job interviews. The tone apparently is patronizing ("You will need to think about an interview suit and a white blouse"), but the advice is perceived by the institution as necessary. Graduate students also talk to one another about what to wear to a thesis-defense interview. In fact, this is one of the few times when it is acceptable in academia to talk about one's clothing and appearance.

"My clothes are an expression of who I am," said one professor, "but I can't talk about it." Clothes, then, are a taboo subject, a forbidden realm of pleasure. Many of the very same professors who censoriously dismiss the pleasures of dress may well lavish time and money on couture cuisine, stereos, Volvos, computer gadgetry, skis, travel, and wine. But not clothes. Lf

Valerie Steele teaches in the graduate division of the Fashion Institute of Technology (SUNY). She is the author of Fashion and Eroticism *(Oxford University Press, 1985) and* Paris Fashion: A Cultural History *(Oxford University Press, 1988), and is co-editor of* Men and Women: Dressing the Part *(Smithsonian Institution Press, 1989). Her forthcoming book,* Women of Fashion, *will be published by Rizzoli this year.*

THE OLD SCHOOL TIES

"THERE ARE NO POWER TIES AT BERKELEY, none that have opulent texture or fabulous fabrics. The men wear boring ties, a navy blue tie with a minuscule print of something or other or a brown with wimpy green stripes." At Dartmouth they wear "the power ties of three years ago, the yellow ones with amoebas." At Harvard they wear (what else?) Harvard ties. Also ties that "don't go with anything else the person is wearing," thus creating "a living version of 'What's wrong with this picture?' " —*V.S.*

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THE CANDIDATE

INSIDE ONE AFFIRMATIVE ACTION SEARCH

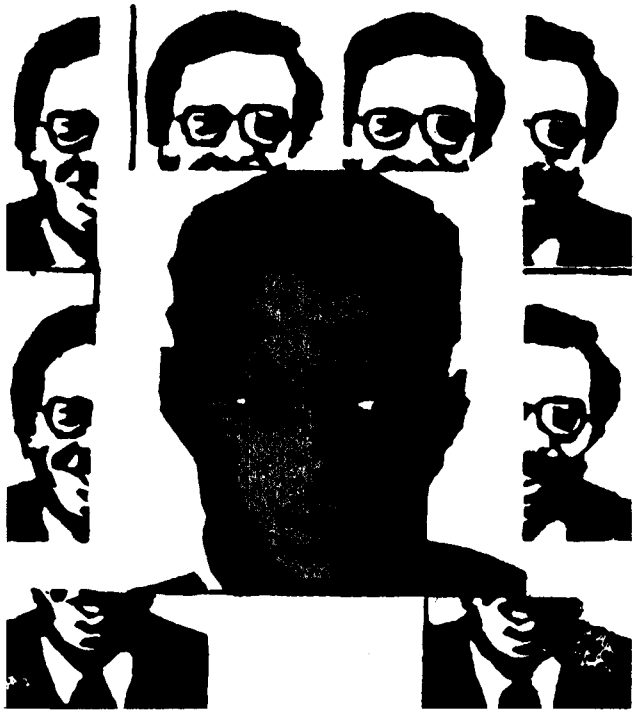
BY G. KINDROW

SEPTEMBER 23, 1989. The first faculty meeting of the term for the Department of English at Midwestern State. One of our assistant professors was denied tenure last year, and, given the financial constraints on the university, we were anxious to find out whether we would be able to replace him. The chair of the department told us the following: "The dean has authorized a search at the assistant professor level for a 'minority' candidate."

Instantly the questions began. "What if we make a good-faith search and fail to come up with a suitable minority candidate? Can we then hire a non-minority candidate?" "Does the search include women or just ethnic minorities?" "What counts as a minority?" The answers: "No, women do not count." "I don't know exactly how 'minority' is being defined." "I don't know what would happen if we searched and failed to find a minority candidate." The department asked the chair to try and get some answers, from the dean, to the latter questions.

Most of my colleagues— largely liberal/left ideologically and disillusioned Democrats politically—were sympathetic to the need to have minorities and women on the faculty. The university, after all, had a substantial black and Hispanic undergraduate presence, and we believed that, in pedagogic terms, it was important for undergraduates to see that members of their community could be successful academics.

To this end, the department had been quite conscious of the need to hire women—who, as a consequence, were represented at all ranks, including full professor. Some years ago we had a black assistant professor who left when he received a better offer from an eastern university. All this had been done without any specific pressure from the administration, other than the symbolic need to get approval from the Affirmative Action Office before any official offer went out. This approval was easily obtained by showing that we had advertised in places that would be the natural starting point for minority and women job-seekers.



Many of us, myself included, felt at this point that it would be good if we could find a suitable minority candidate but that we were not prepared to make any concessions about quality. Others were prepared to lower standards, on the grounds either that the traditional standards were biased toward "masculine," "Eurocentric" criteria or that it was more important to provide a minority "role model" than to keep the same standards.

All of us agreed on one thing: that it was going to be very difficult to come up with a suitable candidate. While we are a highly ranked department, we are not in the same class as Michigan and Harvard. And with the total pool of suitable minority Ph.D.'s dismayingly small and heavily recruited, especially by elite institutions, this was a severe liability.

Since time was running short (the annual conference for professors of English, which served as the main interviewing occasion for hiring, was in December, just three months away), we decided to put an ad in the princi-

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THE CANDIDATE

pal English-literature-association newsletter for job hunters. In doing so, we made our first affirmative action compromise: Although we had specific needs in certain areas, we decided not to limit the search by area. Quite simply, to do so would have reduced the minority-candidate pool to minuscule, or even nonexistent, size. The advertisement could not exclude non-minority candidates from applying. It could only state that "Midwestern State is an Affirmative Action/Equal Opportunity employer. Minority candidates are especially encouraged to apply." Note: Many academic job advertisements carry as a matter of course the "minorities urged to apply" tag, so there was no real way for a candidate to know what the real situation was.

In addition to placing an ad in our association newsletter, the chair placed an ad in a magazine I'll call *Black Opportunity,* a newsletter aimed specifically at listing jobs for minority candidates. In addition, we wrote letters to the major Ph.D.-granting departments asking them to recommend any minority candidates coming on the job market. Finally, a number of us who had minority friends in various departments called them and asked them to recommend minority faculty who already had jobs.

A search committee, of which I was a part, was set up to screen the forthcoming applications. In the current tight job market, we would receive about 300 applications for this job.

OCTOBER 15. We now had answers to some of the questions our chairman had taken to the dean. Blacks, "Hispanic-surnamed" persons, and Native Americans counted as minorities; East Indians and Asians did not. Thus, the first absurdity emerged. Someone born in Argentina to a Jewish family named Mendoza would count. A "boat person" from Vietnam would not. The question of what would happen if we did not find a suitable minority candidate was left highly ambiguous by the dean. But the underlying message seemed to be, "Don't count on the position being available."

Applications began to arrive.

THE FIRST ABSURDITY EMERGED: BLACKS, "HISPANIC-SURNAMED" PERSONS, AND NATIVE AMERICANS COUNTED AS MINORITIES; EAST INDIANS AND ASIANS DID NOT.

OCTOBER 17. In a conversation in the hall, the chair told me that he had gotten a bill from *Black Opportunity* for the advertisement we had placed. It was for $300—approximately five times the cost of the advertisement in our association newsletter. This "academic mugging" seemed to me disgraceful, if also a nice lesson in affirmative action economics. To add insult to injury, when the chair asked the dean to pay for the cost of the ad (the departmental operating budget was ludicrously low and could not afford such a sum), the dean refused, with the helpful words "caveat emptor." So much for the "administrative commitment" to minority hiring.

NOVEMBER 2. I am screening the applications, which consist of a transcript of the candidate's grades, a curriculum vitae, three letters of reference, a cover letter, and a written sample of the candidate's research. A problem emerges: How do you tell who is a minority candidate? The applications, quite reasonably, have no place to indicate race. While names single out Hispanics—although a colleague and I spent most of an afternoon trying to figure out from clues in the vitae whether the clearly Romance-language surname of a candidate indicated he was Italian or Hispanic—they are no help for blacks. One looks for subtle, or not so subtle, clues. If the candidate has an undergraduate degree from a largely black school; if the candidate is working on a Ph.D. that involves minority issues; if the candidate belongs to a primarily minority professional organization; if the candidate was born in Ethiopia; if the thesis supervisor is wily enough to somehow get in a reference (not so easy without being open to charges of patronizing or racist behavior).

I usually checked with one of my black professional acquaintances. The grapevine is sufficiently accurate that they are almost always able to make a positive identification. Only once did I actually have to call a department to ask bluntly if a candidate was black (he wasn't); it concerned an applicant from Princeton, and one of our assistant professors had heard that "a black" was applying from there.

At the same time as the applications were coming in, we began to call candidates who had been identified as minorities, asking them to apply.

NOVEMBER 10. At this stage, looking day after day at applications from hopeful Ph.D.'s, I began to develop moral qualms. Basically, I was screening them for indications of race, not scholarship. It was as simple as the two piles of applications on my desk: one for minority candidates, another for non-minorities.

My equivocal moral position soon took on a more personal cast. A candidate at another school where I had been a visiting professor called me to inquire about the job. While he was otherwise quite promising, I knew that he really did not stand a chance of even getting an interview. How much of the situation ought I to reveal? After some thought I decided that if someone asked me whether the job was a "real one"—i. e., competitive in the normal way—I would tell the truth: The position had been "designated" by the dean as a minority position; it was extremely unlikely that a

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non-minority person would be hired. On the other hand, if I were not asked point-blank, I would maintain silence about the limitations of the search. I would not volunteer information.

NOVEMBER 15. The search committee began to make a short list of candidates to invite for interviews at our annual association conference. Given the time and faculty available, we figured we could interview fourteen people, but it was clear that we didn't have fourteen potential minority interviewees. In fact, we had about twenty minority applications in all, about half of whom were just not qualified. We decided on four people to be interviewed, all blacks, as it turned out, and none from this year's crop of Ph.D.'s. Rather, they were faculty members in tenure-track jobs. If we hired, we were going to be raiding other institutions. (The remaining ten interviews were scheduled with non-minority men and women.)

The list was brought to the department for general discussion. The discussion on the minorities was brief. There was general agreement that these candidates looked like reasonable bets—and, in any case, there were no other options. The candidates had Ph.D.'s from Princeton, Penn, CUNY, Rutgers. There was more animated discussion about the non-minority candidates, mainly because, in these cases, field was an issue.

DECEMBER 28–30. Nobody who hasn't sat in a stuffy hotel room for nine hours a day of job interviews can fully appreciate the horror of it all. I am not sure whether it is worse for the faculty or for the candidates. They, after all, get to talk about their work. We have to listen to nine mini-lectures a day. After the first few interviews, the attention lags. Virtually everybody was worse in person than on paper, which was inevitable, given the implausibility of their letters of recommendation: Every applicant was the "best in years." (This was true, in one professor's letter, for each of three candidates he was recommending.)

DO THE RIGHT THING AND PAY FOR IT

It costs a lot to protect yourself against charges that your department has not extended its job search to potential minority applicants. Compare, for example, the MLA Job Information List and The Chronicle of Higher Education one-time page rates to those of a few "minority magazines."

MLA JOB INFORMATION LIST

For Members: Standard ad: $60.00; additional space $35.00
Standard ad: 6" x 1 3/4" (70–100 words)

THE CHRONICLE OF HIGHER EDUCATION

Regular classified (80 words) $96.00

BLACK ISSUES IN HIGHER EDUCATION

2 5/16" x 2" (approx. 80 words) $230.00

BLACK SCHOLAR

50 words or fewer $200.00

One candidate, however, the man from Rutgers, actually proved more lively, more acute, and wittier than his letters suggested. He displayed a wide range of learning and an analytical mind, impressing the entire committee. Of course, we now had to read his work in more detail and he had to come give a paper to the department, but so far, so good. In addition, two other minority candidates were possibilities. Neither had done particularly well at the interview, but they both seemed to be good teachers and their letters were impressive. Among the non-minorities there were were also two or three strong candidates.

That same day, one of the non-minority candidates we had interviewed, an extremely promising young professor from a major graduate department, cornered me in the hall. He was currently in an unhappy academic position that left him little time for research, in spite of which he had just had a book published by Stanford University Press. He was desperate to get another position, and he knew we had nobody in his area of expertise in our department. "How did I do? Do you think I will get an invitation to campus?" Following my policy of not revealing more than I had been explicitly asked, I told him that while he had done well in the interview, the department would make the decision about whom to invite to campus, we had various needs and priorities, blah, blah, blah. But I knew that when he got the standard rejection letter he would blame himself for not doing better in the interview, not getting that extra letter of recommendation. I don't know if he would have felt better if I had said, "You're not going to get an interview. You're white." But *I* would have.

JANUARY 5, 1990. The first faculty meeting after the holidays. The interviewing committee makes its report. We decide to invite three black candidates to campus; a fourth is held in reserve. The man from Rutgers came, he saw, he conquered. His paper was interesting and thoughtful. He held up well under questioning, not overly defensive but holding his ground. The other two candidates more or less repeated their disappointing interviews. All three saw the dean, who did his best to persuade them of the virtues of the Midwest and of Midwestern State in particular.

JANUARY 10. Informal gossip in the hall serves as a commodities exchange for reputation. Wednesday: A is up three, B down one and a quarter. Thursday: A down a half, C up one and an eighth. The politically sophisticated are reading the candidates' work in preparation for the great debate to take place on January 12—the departmental meeting at which we will decide on a recommendation to make to the dean.

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THE CANDIDATE

JANUARY 12. A startling development. The dean was so impressed with two of the people on the short list that he has given us permission to hire both of them if we so choose. A freebie.

We go around the room and get everyone's impressions. It becomes clear that the first offer is non-controversial. Indeed it is unanimous: the man from Rutgers. He is in a field that we do not cover now. He is clearly highly qualified. He is not an American black (he's a West Indian), but that's the dean's worry. What about the second offer? Here things turn slightly nasty (in an academic way). It becomes clear that the people in his area do not think that he is good enough. They have read his work and do not think it original or well argued. But, the argument from the opposition goes, we can't be sure that he isn't good enough. Why not hire him and let the tenure process decide that issue? Meanwhile we have an extra member of the faculty. How can it hurt?

But others, the majority, see another scenario as more convincing. In six years this person will have a long publication list in respectable journals. He will have made the academic contacts to get good letters of recommendation. He will have made himself useful around campus. At that point, given that he is black, it will be impossible for the university to deny him tenure—no matter what the judgment of his peers. So if we think now that the person is unlikely to produce excellent work, we must not make the appointment in the first place. Ultimately, that is the decision of the department. Ironically, in this case the candidate's race worked against him. Had he been white, many would have been willing to give him the benefit of the doubt, to give him the benefit of a trial period. But political realities made that impossible. It's also true that had he been white, he would not have made it to the interview stage.

To his credit, the dean does not question the decision of the department. The search is over. Now it is a matter of wooing.

JANUARY 17. I learn in the hall from the chair that the dean has made the candidate the following offer. (As with my disclosure-upon-request policy, the details of the offer are made known only to those who ask.) He will enter at a salary $4,000 greater than any other assistant professor, including those who had been in rank for five years longer, including an assistant professor who is nationally recognized as a "rising star." He is offered a research fund of $10,000 a year for three years. Unlike other research funds awarded to professors in the department, this money could be used for summer salary. He will have a reduced teaching load for his first year.

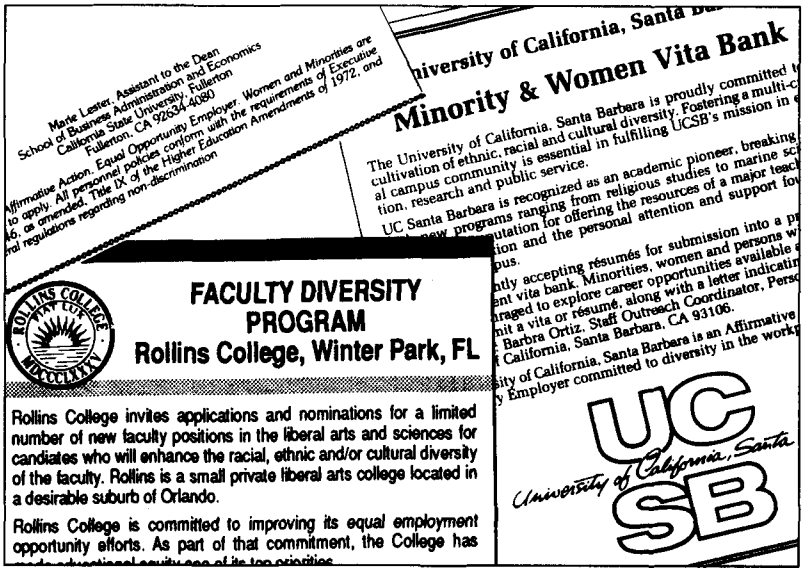
JANUARY 27. The candidate, who was teaching at a state university in the Northwest, accepted. The score is Midwest 1, Northwest 0.

NOVEMBER 1, 1990. Now that it's all over, what is my view of how affirmative action works in the university context? It certainly does not conform to the picture painted by the opponents of "quotas." No unqualified individual was forced upon a department against its better judgment, at the cost of passing up much better qualified non-minority candidates. Nor is it the case that the department had "internalized" the process so that, without being forced to, it voluntarily lowered its standards as a means to a good end. On the other hand, I do think that we were lucky: The outcome easily could have been worse. If we had been faced with the choice of the number-two candidate and a dean who said it was that person or the position goes back to the college, what would the department have done?

Had this been a color-blind competition, our winning candidate would almost certainly not have made it to the interviewing stage, where his talents were able to show. He was not from a major graduate department, his letters were not from major figures, and he was not teaching in a major department. These factors would have led to his being lost in the shuffle of nearly 300 applications. His being black got him an interview.

In fact, since the candidate did not come from a major English department, and since his letters of recommendation were not from important people in his area, many of us worried that we had made a wrong decision even after he was hired. Sometime later, in conversation with a friend at Cambridge, one of the major figures in the area, the candidate's name came up in conversation and I was relieved to hear his work praised.

As to our good fortune, one has to remember that what was fortunate for us was unfortunate for Northwest, and not of any overall benefit to minorities on campus.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Rollins College is committed to improving its equal employment opportunity efforts. As part of that commitment, the College has
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The total number of blacks in faculty positions was the same after the search as before. I believe that, due to the demographic makeup of Midwest, the "role model" function is more important here than at Northwest. But, to a large extent, the search for minority candidates is a game of national musical chairs. The result is that blacks at existing institutions get wooed away by impressive offers from institutions higher in the prestige hierarchy. It is a zero-sum game, with one institution losing minority presence for every one that gains.

Meanwhile, the procedure has real costs for those non-minority candidates who thought they were in an open competition and who lost out. And it inevitably breeds bitterness and envy on their part. My own view is that we should adopt a truth-in-advertising policy. We now limit applicants by field, by rank, and de facto by quality of graduate school. If we believe it is desirable to hire a black or a woman (whether as rectification for past injustices or to serve as a role model or to just provide fresh perspectives in the discipline), why not just say so? I don't know about the legality of such an advertisement, but morally speaking it seems to me the right thing to do.

G. Kindrow is the pseudonym of a professor at a large midwestern university. Details in this article have been changed to preserve the confidentiality of persons and institutions.

Of Counsel

Did Midwestern University's faculty search, as described in "The Candidate," comply with current legal requirements? And could schools legally adopt the "truth in advertising" approach advocated by the morally conflicted G. Kindrow? The answers are: 1. Maybe yes, maybe no; 2. No.

The facts in this case have been altered, but if Midwestern is a private university, its employment decisions are governed by Title VII, the employment discrimination section of the Civil Rights Act. Under Title VII, voluntary affirmative action must comply with the standards set forth in *United Steelworkers* v. *Weber*. These standards require that a voluntary affirmative action program must:

1. Be designed to break down patterns of segregation
2. Be intended as a benchmark to gauge progress
3. Be temporary
4. Not unnecessarily "trammel," or preclude, the rights of non-minority employees.

Midwestern's effort to add minority faculty through positions that would otherwise not have been filled probably meets these standards, although it is difficult to tell without knowing more about the university's overall appointments process.

If, on the other hand, Midwestern is, as we are told, a state university, it must also meet the standards of the Equal Protection clause of the Fourteenth Amendment. In 1989, the Supreme Court held that the voluntary, affirmative use of race is subject to strict scrutiny, and that remedying discrimination in society generally is not a compelling state interest that supports setting aside resources specially for minorities. The Court left open whether a state might be permitted to use a minority set-aside to remedy its own, carefully documented, earlier discrimination. The 1978 Bakke decision had said that educational diversity is a compelling state interest that allows a university to weigh specially the qualifications of minority candidates, but that voluntary racial quotas are not necessary for the achievement of this state interest. Race may count toward educational diversity, but it may not preclude, constitutionally.

So Midwestern State could not legally have done what the dean apparently wanted to do—that is, reserve a departmental position for a minority scholar. Thus, despite G. Kindrow's earnest desire, Midwestern's advertisements did not and could not accurately portray its intended job search. An accurate ad, and the search it would have described, would quite probably have violated Equal Protection. (I stress "apparently" above, because the department itself seems never to have pressed the dean about what was really wanted. Nor, apparently—and despite the goal of affirmative action to break down biased methodologies for hiring—did the department ever question why it evaluated candidates in a way that only perpetuated those methodologies.)

Was the inaccuracy morally problematic? I think that it was, but not primarily because the ad deceived potential job applicants, most of whom were surely relatively sophisticated about the signals the ad conveyed. The more serious problem is the deception within Midwestern itself. As it carried out the search, Midwestern used race conveniently, mechanically. The department was not forced to be honest about how it weighed the credentials of the successful candidate, the minority candidate who was ultimately disdained even as a "freebie," or the non-minority candidates it coveted but ignored. Affirmative action should force departments to confront bias in how they discover and evaluate candidates, from judgments about the quality of graduate training at "prestige" and "lesser" programs to definitions of "promising" or "original" scholarship. This is what their ad conveyed. But it is not what Midwestern did.—*Leslie Francis*

The author is Professor of Law and Associate Professor of Philosophy at the University of Utah and a lead contributor to the forthcoming Affirmative Action and Faculty Appointments, *edited by Stephen M. Cahn.*

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DAVID LEHMAN, AUTHOR OF THE NEW AND MUCH-PRAISED SIGNS OF THE TIMES: DECONSTRUCTION AND THE FALL OF PAUL DE MAN, SUMS UP THE LESSONS OF THE DE MAN AFFAIR

Oh no, [de]

POINT

On the morning of December 1, 1987, readers of the *New York Times* learned what Jacques Derrida and selected cronies had known for several months about the late Paul de Man. The unsigned article informed us that de Man—"a Yale professor revered as one of the most brilliant intellectuals of his generation"—had written for a pro-Nazi, anti-Semitic newspaper in his native Belgium during the Second World War.

At the time, I was a regular book critic and features writer at *Newsweek*. I found de Man a fascinating protagonist. If Derrida was deconstruction's founding Dada, de Man was either its godfather or its pope, depending on whether you favored the "hermeneutical mafia" metaphor or the "church of deconstruction" trope (both were current in advanced lit-crit circles). His disciples spoke of him with a rare loving ardor; the opposition reviled him as a "critical terrorist." No one suspected a protracted fascist episode in his past. Nor was that the whole of the story. The revered professor's life was the stuff of a Henry James novella filled with cryptic messages and dark secrets, posthumous disclosures and shattered illusions. I began to assemble the clues to his family romance (de Man's uncle, a notorious quisling, was his father-substitute) and his family tragedy (when de Man's mother hanged herself, it was Paul who discovered the body). I learned about the wife and sons de Man had abandoned, about his shady business practices in Belgium. The story was "a natural."

All the makings of a scandal, or at the very least a controversy, were in place. It was obvious, too, that the questions raised by the disclosures needed to be asked in public. They were old, unhappy questions—about the relationship between a man's ideas and his behavior, and the extent to which one might compromise the other. Perhaps it was inevitable that the humanities divisions of universities across America would become polarized by the de Man affair. In the jargon of the day, it "foregrounded" the issue of deconstruction—it exposed the battle lines that were there all along, brought them to light, and instigated a new round of conflict.

Of the gravity of de Man's offense there could be little doubt. Several professors made available photocopies of some of de Man's wartime articles that had run in *Le Soir*, the most widely circulated newspaper in Belgium. The paper's cultural pages were a front for Nazi propaganda. Over a two-year period, de Man contributed 170 articles to *Le Soir* as well as another 10 to a fascist Flemish-language daily. He dutifully wrote in praise of "the German revolution." He saluted the major literary figures of the collaboration and proclaimed the hegemony of Nazi Germany in Europe. On one terrible occasion, he wrote that the deportation of Europe's Jews would not be a blow to Western culture, which would lose only "some personalities of mediocre worth." The article, entitled "The Jews in Con-

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ILLUSTRATION BY KAREN WATSON

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Man again!

PROFESSOR WALTER KENDRICK, WHO WROTE AN EARLY ANALYSIS OF THE DE MAN IMBROGLIO, SUMS UP THE LESSONS OF DAVID LEHMAN

David Lehman has found a mission. He has answered an inner summons (there was no outer one) that urged him to lay bare the depravity of academic literary criticism in America.

The summons came more than three years ago, in the odd guise of a chance to rake muck. Lehman raked, but he couldn't rest. His mission drove him on to make long-distance phone calls, attend dull conferences, set up card files, and perhaps—evidence is scanty—read some academic literary criticism.

His mission drove him into the oddly welcoming arms of Poseidon Press (a trademark of Simon & Schuster) and editor Elaine Pfefferblit. The eventual fruit of their union was *Signs of the Times: Deconstruction and the Fall of Paul de Man*, published in February. Lehman's piece in these pages provides a handy précis.

Thus the inner and the outer, the private and the public, collaborated. But questions remain.

Why did the summons visit Lehman, of all people? Before it spoke, he'd known only, he says, "the worlds of poets, literary journalists, and book publishers." Why, suddenly, should he trek to a fourth world, the Mars of Academe?

Why did the case of Paul de Man—or his *Fall*—set Lehman off? There was a controversy, as he says, even a scandal, but, as such things do, it burned itself out. Now here's Lehman, three years later, raking ashes.

The toughest question is: Why did Simon & Schuster (most commercial of presses, non-publisher of Bret Easton Ellis's *American Psycho*) buy an apparently narrow property like *Signs of the Times*? Did Pfefferblit and her cohorts agree with Lehman that the questions raised by de Man's case "needed to be asked in public"? Did they really think this book would make money?

COUNTERPOINT

Undecidable questions, perhaps—all but the last, to which the answer must be "yes." Allan Bloom's *The Closing of the American Mind* (an earlier S&S product) made potfuls and transformed Bloom into the academic Vanilla Ice. Commercial wisdom must suppose that lightning will strike again.

Maybe it will. Even before publication, references to *Signs of the Times* fell from the least likely mouths. An anonymous article in *The New Yorker*, for example, drew on Lehman's "provocative new book" to introduce a discussion of Bronislava Nijinska. And in a long *New York Times* review, out-of-her-depth Michiko Kakutani praised this "fascinating new book" as a "fiercely intelligent study of the disturbing implications of deconstruction" and "an impassioned argument for a more humane study of literature."

Provocativeness, fierceness, and passion, whatever their source, sell books. Before long, Lehman may join

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temporary Literature," appeared in March 1941. A month later Brussels had its version of *Kristallnacht.*

I reported these details in *Newsweek* along with the first academic reactions to the news. Jeffrey Mehlman of Boston University, who had once translated Derrida but had grown increasingly disillusioned with deconstruction, spoke with passionate ire. De Man had been "a gung-ho collaborator," he told me. A "speculative" case could even be made to the effect that "the whole of deconstruction" amounted to "a vast amnesty project for the politics of collaboration in France during World War II."

A CASE COULD BE MADE THAT THE WHOLE OF DECONSTRUCTION AMOUNTED TO A VAST AMNESTY PROJECT FOR THE POLITICS OF COLLABORATION DURING WORLD WAR II.

Confident predictions were made about deconstruction's imminent demise. A Columbia professor, speaking on the condition that he not be identified, came up with the most memorable formulation: "deconstruction turned out to be the thousand-year Reich that lasted twelve years." Less sensational, but infinitely more sad, was the response of de Man's Yale colleague Geoffrey Hartman. "In the man I personally knew there was not a trace of anti-Semitism," said Hartman, a refugee from Nazi Europe and the director of Yale's Video Archive for Holocaust Testimonies. I asked him if he felt personally betrayed. He constructed his response with a diplomat's restraint, but his anguish came through: "There is nothing explanatory that relieves very much the shock I feel when there is an anti-Semitic act."

De Man, who died of cancer in December 1983, evidently told no one the truth about his wartime activities. With most people he kept silent, with some he lied. Colleagues at Harvard's Society of Fellows, where de Man held a fellowship in the mid-1950s, were under the impression that he had been "a man of the left," active in the French underground. Juliet Flower MacCannell, who had studied under de Man at Cornell in the 1960s, told *The Nation*'s Jon Wiener of de Man's claim that he "went to England and worked as a translator" during World War II.

What was the connection between his silence and the theory of language and silence that he propounded in such books as *Allegories of Reading*? Was his life, in some weird way, an "allegory of reading"? De Man's theory turns history into a "linguistic predicament" and guilt into a "gratuitous product of a textual grammar." This was, I wrote in *Newsweek,* a morally outrageous position. "But," I added, "a man who had something to hide might well be drawn to it." A man who once wrote shameful things might well wish to insist that language means nothing.

My article was greeted with fury by the deconstructionists and with glee by their academic adversaries. There was, it appeared, a war going on between the two camps, and I, together with the other journalists writing about de Man, had entered the combat zone. It was demonstrated quite forcibly to me that English professors go at one another with a degree of rancor, bitterness, and a fight-to-the-death mentality that makes the personal politics of other professional communities I know (the worlds of poets, literary journalists, and book publishers) seem positively benign. In particular, the behavior of de Man loyalists was scandalous. With few exceptions, his disciples and colleagues had been uncooperative when, in good faith, I approached them to get their side of the story. The abusiveness was prejudicial—it preceded the fact. A self-described "Derridean" who had written admiringly of de Man said, "I won't speak to *Newsweek.* You're bound to get it wrong." Then he hung up on me. Another de Man follower, her voice quaking, assured me that there was no story here—though she herself was writing a lengthy exculpation, albeit in a jargon few can decipher. I cite these early reactions to journalistic inquiry (and others could be added) because I am convinced that the deconstructionist assault on the media was to a large extent premeditated, a preemptive strike, intended to discredit anyone who presumed to explore the broader implications of this extraordinary case.

J. Hillis Miller, who has made an academic career as a professional disciple running interference for Georges Poulet in the 1960s and for de Man thereafter, typified the deconstructive approach. Writing in the *London Times Literary Supplement,* Miller charged that there was a veritable international conspiracy of journalists (and especially "journalists who are also professors") to defame deconstruction; his indictment named the *New York Times, The Nation, Newsweek,* the *Los Angeles Times,* and *The Village Voice,* as well as leading European publications. Everywhere were "falsifications, misreadings, distortions," Miller declared, not for a minute savoring the irony that he, the assiduous proselytizer for the Gospel of Indeterminacy, now

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COUNTERPOINT

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Bloom up there under the limelight.

There's no point detailing, once again, Lehman's case against de Man. The nonacademic press thrashed it out in the spring and summer of 1988; with unaccustomed alacrity, committed academics lashed back. (I had my unasked-for say in the brouhaha, on the journalistic side, saying nothing kind about Lehman's *Newsweek* article.) Both sides went overboard. Several eminent professors disgraced themselves. But no one—journalist, professor, or both—solved the central problem.

Lehman still can't; it splits *Signs of the Times* down the middle. Part One, "The Rise of Deconstruction," heaps up the excesses and idiocies of some who call themselves deconstructors. Part Two, "The Fall of Paul de Man," sketches de Man's life, the revelations that toppled his idol, and the nasty squabbling that followed. Only Lehman's passion bridges the gap.

"A man who once wrote shameful things," he says, "might well wish to insist that language means nothing." If de Man had ever insisted that, there would have been good reason to attack him long before he died. In fact, de Man's treatment of "language" was far subtler and more rigorous than most of his detractors and acolytes could imitate on the best day they ever had. But that's not the point.

De Man had "something to hide," plenty of things, and he hid them all rather well. Only the most sharply gnawing guilt could have compelled him to spend years devising a theory to excuse offenses that a few opportune lies and border crossings had long since deep-sixed. That's not the point either.

The point—not Lehman's, but the real one—is that deconstruction whether you take it in its first Derridean form (deconstructors sneak up on texts) or its de Manian one (texts lie in wait for cocksure deconstructors), remains a method of reading. And, like any reading, deconstruction can be gauged according to what it shows about what it reads. At least in its early days, deconstruction opened vistas.

DECONSTRUCTION CAN BE GAUGED ACCORDING TO WHAT IT SHOWS ABOUT WHAT IT READS, AND IN ITS EARLY DAYS DECONSTRUCTION OPENED NEW VISTAS.

Lehman cannot acknowledge this. *Signs of the Times* cites every "deconstructionist" pronouncement, even the most egregious, as if it possessed equal value for the academic Martians among whom he sojourned. And he recoils equally from every one, as an unprovoked assault upon a truth that was already self-evident.

In *Signs of the Times,* Lehman offers a Lehmanian reading—he calls it "traditional"—of "Among School Children," which is, he says, "one of the most glorious of William Butler Yeats's poems." As a critical term, "glorious" long ago proved its utility. Quoting the last two lines, Lehman tells us what they mean: "Yeats's question is sublimely unanswerable; you can't distinguish the dancer from the dance, because they are inextricable halves of a unified whole—you can't have one without the other."

That *New Yorker* writer (who knew dance) wondered how this meaning would meet Nijinska's ironclad choreography. Anyone who's seen two dancers try the same steps might wonder, too. De Man's "perverse" reading, which Lehman quotes, says, "Since the dancer and the dance are not the same, it might be useful, perhaps even desperately necessary—for the question can be given a ring of urgency, 'Please tell me, how *can* I know the dancer from the dance'—to tell them apart." Now and then, I imagine, dancers get urgent.

De Man goes on, of course, to find an aporia in Yeats's last lines; Lehman, of course, balks. "The remarkable thing about this deconstructive exercise is not that it contradicts our experience of the poem but that it displays the critic's monumental conceit; it depicts Yeats as no more than an unwitting mouthpiece for the theories of Paul de Man."

I wonder what *our experience of the poem* is. I've read "Among School Children" several times, and each time, when I reached the end, I looked up from the page, into space. Yeats's dreadful question, says Lehman, is "definitively rhetorical, meant to be posed but not answered, because in effect it answers itself." De Man is perverse, he says, when he "insists on taking Yeats's rhetorical question literally."

I guess I'm not one of *us.* Every time I read "Among School Children," I took the ending question literally, too. That's why I looked up; that's why the breath caught in my throat. When I read de Man's

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wrote as though he and his allies alone were in possession of "the facts in the case" and were capable of "an accurate and adequate reading" of them.

Miller's rhetoric kept giving him away. Presumably conscious of the peculiar valence that the word "collaboration" now has in the de Man context, he attempted to turn the tables on de Man's accusers, speaking melodramatically of "a new moment in the collaboration between the university and the mass media."

AT HARVARD IN THE MID-1950S, DE MAN'S COLLEAGUES WERE UNDER THE IMPRESSION THAT HE HAD BEEN "A MAN OF THE LEFT," ACTIVE IN THE FRENCH UNDERGROUND.

Some went even further in their defense. Derrida made the unconscionable suggestion that his late friend's infamous *Le Soir* article—which ran above a false Benjamin Franklin quotation that the Jews "are a menace to the nation that admits them, and they should be excluded by the Constitution"—was, if only properly interpreted, actually an implicit denunciation of anti-Semitism. For the University of Alabama's Richard Rand, a Derrida enthusiast, even this textual distortion didn't go far enough. Rand argued that de Man and deconstruction were "somehow overwhelmingly Jewish—as Jewish as anyone, perhaps, in our multi-national 1980s, can be." For Rand, de Man was a *victim* of anti-Semitism.

Others among de Man's defenders attempted a literary flanking movement, shifting the whole argument to more defensible terrain. The true outrage in the affair, they said, was aesthetic and had to do with magazine layout (one must at least admire their ingenuity). My *Newsweek* article was laid out in three columns, on three separate pages. On the top of one column was a head shot of de Man at Yale. At the base of another column was a photograph of marching Nazis. And therein lay the evidence of de Man's victimization, according to a Johns Hopkins professor named Jerome Christensen. Expatiating in *Critical Inquiry,* Christensen deconstructed the rhetorical significance of this "stunning montage," writing, "Technically a catachresis, in its aberrant sequentiality with the picture of the amiable professor in his Yale office, the picture of the Nazis exaggerates the lack of any bridge between it and that face." In other words, de Man had nothing to do with it. And Tobin Siebers of the University of Michigan wrote solemnly that the layout of the *Newsweek* article "bears a remarkable similarity to the original page of *Le Soir* where de Man's essay first appeared." In other words, the real culprits are the press.

This sort of casuistry, however, is so nearly unreadable as to make for poor propaganda. But the effort at damage control also assumed a less subtle form. From behind their linguistic loopholes, double-binds, tautologies, and hierarchical reversals, de Man's lieutenants came out with a rather touchingly old-fashioned smear campaign. One letter to *Newsweek* all but accused me of plagiarizing from Jon Wiener's article on de Man in *The Nation.* Another letter repeating the insinuation was mailed directly to me by a writer who had once in my presence ridiculed the "hysteria" with which colleges treat cases of plagiarism. A third letter calling for my scalp was sent to the owner of *Newsweek*—the letter writer presuming an acquaintance with the owner that he didn't have.

Behind much of the deconstructionist verbiage—which would culminate in Derrida's grotesque fulmination that critics who disagree with him are guilty of censorship—was a concerted and quite de Manian effort to play down the historical truth. One ploy was to say that de Man had written only one anti-Semitic article. (In fact, there were several, but that was almost beside the point.) Another deconstructive line of argument, equally disingenuous, was that de Man's anti-Semitism wasn't "virulent" — an adjective I had used in *Newsweek.* Ortwin de Graef, the Belgian archivist responsible for the belated discovery of de Man's wartime journalism, swore up and down that de Man did "*not* 'express a virulent strain of anti-Semitism.'" In response, I would simply paraphrase "The Jews in Contemporary Literature" after translating it into a current American idiom. Imagine an op-ed piece deploring as "vulgar" the proposition that blacks have contributed to America's decline as a world power. The writer's point is that American culture has been healthy enough to survive contact with such a "polluting" people. The writer's conclusion: If we send them back to Africa, we'd lose at most some athletes and some song-and-dance men. Faced with such logic, would we hesitate to characterize the writer's racism as virulent?

There was irony here on several levels. The followers of de Man's brand of ruthlessly impersonal criticism were themselves deconstructed as hero worshipers. Indeed, a whole movement may have come to ruin because of the

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COUNTERPOINT

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version, I balked at the inevitable aporia, but that didn't matter. I'd seen something new about Yeats.

By contrast, Lehman seems to find intolerable that a critic should force a familiar work of literature to yield an unsettling new meaning. For him, literary values come fixed, plain as print, and assent is the only legitimate response. He's therefore at a loss to explain why deconstruction took off with such velocity in American academe. Lehman allows for two possibilities. (1) American deconstructors are babes in the critical wood, snared by the wily Belgian. (2) All American deconstructors have something to hide, as their leader did.

The first choice is silly but not implausible. Lehman's wiser-than-they tone seems to endorse it, each time he quotes some fatuous declaration by a self-styled "deconstructionist." Lehman is the last who should hurl such a stone, but it's true that most American deconstructors lack the thorough knowledge of Western philosophy and literature that informs all de Man wrote and all of Derrida, until de Man's fall spilled his marbles.

Both as philosophy and as literary criticism, deconstruction serves up the bitter fruits of belatedness. At the start, Derrida explicitly came after Heidegger; all along, perhaps, de Man secretly came after Auschwitz. He acted, however, as if he merely succeeded the New Critics, along with rhetoric, which went back beyond Quintilian.

If you haven't read Heidegger, and behind him Husserl, Freud, Nietzsche, Schopenhauer, Kant, Hegel, all the way back to Plato, the profoundly ironic origin of deconstruction escapes you. Most American deconstructionists (and most of their detractors) don't know Quintilian from Bart Simpson. That's why they mouth the fatuities Lehman loves to quote. That's why Lehman loves to quote them.

On the whole, however, *Signs of the Times* pushes the second option. Lehman doesn't say that every proponent of deconstruction hides a fascist past, but when he writes that "a man who had something to hide might well be drawn to it," he asserts the handiness of deconstruction as a shield for guilty secrets. And he proposes no other conceivable rationale. Those academic babes have mere ignorance to hide, but what about Derrida?

Derrida reacted so violently to the posthumous defaming of de Man (as Lehman amply documents) that any candid observer had to think he protested too much. But Lehman never impugns him or hints that someone ought to comb the archives of Algiers.

Maybe he fears a libel suit—with reason, since the fierceness of deconstruction's founder grossly surpasses Lehman's own. Still, insofar as *Signs of the Times* argues a case, it is that only a tainted heart throbs to deconstruction. Yet Lehman veers off from a close examination of Derrida's motives and conduct. Which suggests that something different—neither de Man nor Derrida nor even deconstruction—really underlies Lehman's outrage and indignation.

FOR LEHMAN, LITERARY VALUES COME FIXED, PLAIN AS PRINT, AND ASSENT IS THE ONLY LEGITIMATE RESPONSE.

A clue to what is at issue here may lie in the fact that Lehman hardly mentions teaching, though academic critics are teachers by profession and de Man was a famously charismatic classroom presence. Other assailants of contemporary academic criticism have focused on the harm it does to the tender minds of American youth; for all its dry density, *The Closing of the American Mind* at least proposed that something bad was being done to real people.

Lehman moves on a loftier plane—that of symposia, journals, and monographs, where *literature* and *criticism* meet in the closest they get to independent life. He takes umbrage at abstractions; he carps about "the 'aesthetic,'" "moral complexity," "sophistication."

It may seem unlikely that intelligent people should get worked up over such matters, but more than a few of them do. For example, Malcolm Bradbury, ostensibly reviewing *Signs of the Times* in *The New York Times Book Review*, used the opportunity to provide his own diagnosis of criticism's ills—broader than Lehman's and explicit about a cultural agenda that Lehman shares but leaves implicit. Bradbury made the revealing mistake of predating the rise of deconstruction by about ten years: "In the 60's and 70's," he wrote, "deconstruction filled—perhaps better, emptied—the gap left in the American humanities by the demise of the Old New Criticism." Actually, American decon-

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human error of its fallen leader—who had described language itself as "the possibility of contingent error." De Man had insisted that history and biography were irrelevant. Now came the return of what he had repressed. He had analyzed the trope of the prosopopoeia, which he characterized as "the fiction of the voice-from-beyond-the-grave." Now he had become such a voice. It was ironic, too, that he should have proleptically written the articles that would form the ultimate test of deconstruction as a method of reading.

It is tempting to say that a conclusive verdict—a kind of poetic justice—was rendered in *l'affair de Man*. When Derrida and others interpreted "The Jews in Contemporary Literature" as somehow a repudiation of anti-Semitism, they inadvertently proved the case against themselves—by illustrating the ease with which deconstructive procedures could be used to fudge inconvenient truths, deny what is there, and proclaim "war" to be "always already" a dream of "peace." Falling into a trap of their own making, these critics obligingly furnished us with an object lesson in the dangers of their interpretive method.

But if the de Man disclosures may have hastened the demise of orthodox deconstruction, in alloyed form the impulse remains hegemonic. So we get post-structuralist Marxism, feminist deconstruction, clitoral hermeneutics, deconstructive psychoanalysis. The curious assumptions and debased idiom of deconstruction retain their currency: that, for example, literature is to be studied not for the aesthetic pleasure it gives, nor for the moral instruction it offers, but because it abets the critic's determination to dismantle hierarchies, which are held to be always unjust and repressive. Those who accept this reductionist view try to make debate over the issue seem like a displaced argument about quantum mechanics or something equally "advanced." The implicit argument is: Reject us and you reject intellectual progress. (One die-hard de Manian, quizzing me, wondered how I, a poet and a great admirer of John Ashbery's poetry, could evince so little sympathy for deconstruction. Talk about catachresis!) But much more is at stake. The deconstructive impulse begins and ends with an indifference to the poetry and prose of our own time. Indeed, for many academic literary critics the neglect of literature spills over into active hostility. For them the "aesthetic" is a pejorative, as if no work of art were capable of greater moral complexity and sophistication than a car commercial on TV. Art is seen to be the gratuitous byproduct of power struggles, and all individualism is blurred in favor of a governing "episteme," which is supposed to explain everything. The "death of the author" is not merely a metaphor, or not yet a dead metaphor; the hostility of such a doctrine to the lives and works of individual authors is real.

THE BELGIAN ARCHIVIST RESPONSIBLE FOR THE DISCOVERY OF DE MAN'S WARTIME JOURNALISM SWORE UP AND DOWN THAT DE MAN'S ANTI-SEMITISM WAS NOT "VIRULENT."

In fact, the de Man affair may ultimately prove to have been useful in bringing this critical hostility into the open, where it is now being debated by the culture at large. Deconstruction's opponents, it is now clear, are not all retrograde Reaganauts. Indeed, there is a wide rift between academic leftists and hard-core deconstructors. Radical critics—such as Edward Said and Frank Lentricchia—are among the most implacable foes of deconstruction, which links them with traditional humanists (M. H. Abrams, Frederick Crews), philosophical mavericks (William Gass, Stanley Cavell), practical critics (Christopher Ricks), sui generis theorists (Harold Bloom), and poets of various persuasions (Norman Dubie, Rodney Jones, Daniel Hoffman). In an unexpected way, the resistance to deconstruction may help deconstruct the fruitless and misleading left/right, us versus them antithesis that orders so much academic discussion today and has helped lead to the foolish attempts at censorship and social control often associated with political correctness.

The repudiation of literature on the part of literature professors is, of course, one of those absurdities you expect to find in a farcical campus novel. It seems too preposterous to be true. But it is true. What remains in doubt is the seriousness of the comedy. Does one laugh or howl when reminding oneself that the assault on hierarchy is made by people who work in the most hierarchical of institutions, where everyone from lowly graduate students to full professors knows his or her place, where prestige is a six-figure salary, and where the power to enforce the academic order starts with the giving of grades? Lf

David Lehman's most recent book of poems is Operation Memory (*Princeton University Press, 1990*). *He is the series editor of* The Best American Poetry *(Scribner's)*.

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struction didn't get off the ground till the belated English translation of Derrida's *De la Grammatologie* in 1976. And de Man signed on officially as a deconstructor only with *Allegories of Reading*, three years later.

Though its French roots clutch at the sixties, deconstruction as an American fashion belongs mostly to the eighties. It might be leagued with supply-side economics, Star Wars technology, Ronald Reagan, and Ivan Boesky. Neither Bradbury nor Lehman does that, however. Instead, they dream of deconstruction as a far deeper, older malaise.

In his *Times* review, Bradbury phrased the dream succinctly: "Writing is an act of expressed moral responsibility. If we are to take authors and their fate seriously, criticism must offer a portrait of creativity . . . as existential self-declaration. We need to honor fiction as more than a rhetorical practice, in fact as a mode of radical discovery."

Count the buzzwords, if you can. And date them: How about 1957? To cure the deconstructive sickness, it seems, we must not only return to de Man's Nazi-occupied Belgium, we must also go back to the fifties, when Sartre ruled the intellectual world.

In Bradbury's scheme, the difference between the forties and the fifties is that we visit the forties with hindsight, ready to damn a twenty-one-year-old newspaper hack for kowtowing to abhorrent ideas. But in the fifties, we hunker down, mumbling *portraits, creativity, existential self-declaration*, all that coffeehouse guff, as if the next three decades amounted to a swerve that granted no wisdom, no knowledge, only forgetfulness and error.

Somewhat older than Lehman, Bradbury no doubt better remembers the time he would have us all stop at. His review of *Signs of the Times* barely glances at Lehman's book except to make it a platform for his own backward-harking rant. Even so, he is not untrue to Lehman, who may have been mewling while Bradbury sipped espresso but who joins him in wishing to erase the last thirty years.

SIGNS OF THE TIMES

DREAMS OF AN OZZIE-AND-HARRIET LAND, WHERE VALUES ARE CLEAR AND CRITICS KNOW THEIR PLACE.

If anybody buys *Signs of the Times*, the motive probably won't be deconstruction or Paul de Man. It will be the desire to revisit Ozzie-and-Harriet Land, where values were clear, critics knew their place, and all that loathsome stuff about black power and free love hadn't yet happened, never would.

Curiously, for a work full of apocalyptic warnings, Lehman admits late in *Signs of the Times* that none of this makes any difference. "For all its vaunted ambition," he says, "academic literary criticism as it is currently practiced occurs at the furthest marginal remove from the texts of our lives, without an audience other than the captive one of colleagues and paying students, without a subject, without even a compelling raison d'être that may be articulated to parents, alumni, and the general public."

In context, this comes as a vague sort of threat. *Get relevant*, it warns, *or lose your funding*. But deconstruction can hardly be blamed for the marginality of academic criticism, not even for its mandarin posturings and hermetic vocabulary. Those habits were well established in the profession long before deconstruction arrived. Deconstruction filled a need; it did not create one.

To some degree, the irrelevance of academic criticism can be ascribed to the mere fact that it *is* a profession. It's also due to the much-vaunted death of the fifties-style public intellectual, or else his dwindling down to the likes of David Lehman. These are byproducts of long-term American social developments. Switching the haunches on a few endowed chairs won't alter them.

But if academic lit crit is a waste of time and money, perhaps we ought to rise up and snuff it (as soon as we find out who *we* are). Lehman's "general public" may nod assent to this, though I doubt it will get infected by his fierceness and passion. Who cares, after all, what those oddball profs are up to? America has wars to win and collapsing banks to shore up.

In the end, Lehman's fierceness and passion—his book's chief selling points, so far as it has any—remain difficult to account for. I can only suppose they come from the rage of one who possesses an antique vision of the truth and sees it everywhere traduced and molested.

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FEATURE

NAS O[illegible]E G[illegible]?

BY JACOB WEISBERG

ITEM: At the Austin branch of the University of Texas, an English department committee voted to revise a required freshman-composition class to focus on social issues. In the new version of the course, which was to be offered in the fall of 1990, students would have read Paula Rothenberg's text *Sexism and Racism,* along with selected Supreme Court opinions. Shortly after the committee passed the proposal, Alan Gribben, an English professor and member of the National Association of Scholars, began writing letters to Austin and Dallas newspapers, appearing on radio talk shows, and collecting signatures from colleagues on a petition opposing the "politicization" of basic skills courses. In July the dean of the College of Liberal Arts overrode the curriculum committee and suspended the class.

ITEM: At the University of Michigan in 1988, the Board of Regents instituted a code to ban "discrimination" and "discriminatory harassment," defined to include spoken and written words. Under the code, it became a disciplinary offense to do or say anything that might create "a hostile or demeaning environment" on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap, or, weirdly, "Vietnam-era veteran status." Wesley D. Wynne, a graduate student in biological psychology, asked the Michigan affiliate of the National Association of Scholars to help him challenge the code as a violation of the First Amendment. The suit Wynne filed, with the assistance of the NAS and the American Civil Liberties Union, resulted in the code being overturned by a federal district court in Detroit in August 1989.

ITEM: Starting last May, a densely worded manifesto began to appear in national magazines including *Commentary, The New Republic,* and *The American Spectator,* asking and answering negatively the question "Is the curriculum biased?" The statement argues that American higher education does not need to eliminate "Eurocentric" and "patriarchal" bias from the curriculum. According to the text: "First, any work, whether formerly neglected or widely known, should be added, retained, or removed from the curriculum on the basis of its conformance to generally applicable intellectual and aesthetic standards. A sound curriculum cannot be built by replacing those standards with the principle of proportional representation of authors, classified ethnically, biologically, or geographically. . . The assertion that cognition is determined by group membership is itself an example of stereotypic thinking which undermines the possibility of a true community of discourse. . . " The advertisement was placed by the National Association of Scholars, which plans more like it in the future.

ITEM: Last September, forty-six members of the Duke University faculty joined to found a chapter of the NAS at their school. The announcement of the event, made by a "liberal" political science professor, James David Barber, was greeted with protest by ninety-three of his colleagues, who—calling themselves the Duke Faculty for Academic Tolerance—criticized the NAS in an advertisement in the student paper. Stanley Fish, chairman of Duke's English department, took matters further in a letter to the same newspaper in which he described the NAS as "racist, sexist, and homophobic." Fish also wrote to the Duke provost suggesting that NAS members be denied critical committee assignments, such as those involving curriculum review or tenure decisions. For his part, Barber called Fish "an embarrassment to the university."

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As controversies over the canon, political correctness, and academic freedom continue to bedevil (and embarrass) the academy, NAS members are playing an increasingly visible role in the debate. The NAS itself has emerged as a significant force in American higher education. But where did it come from? Who joins? Who pays? And, finally, what is the NAS a force *for*?

Depending on whom you ask, you will get different answers about what the organization's mission is. Foremost among the things its members and directors say they want to do is preserve the established canon as a basis for the liberal arts curriculum. Beyond that, they want to defend traditional analytic methods and scholarly standards against "politicization" and "ideology." They are opposed to all "trendy methodologies" and have no truck with Marxism, feminism, new historicism, or deconstruction. They exist, at least in part, to fight the use of affirmative action in hiring and admissions decisions, and to defend academics unfairly accused of racism or sexism. The broad goal, in the words of NAS Chairman Herb London, who also ran last year as the Conservative candidate for governor in New York State, is nothing less than "to recapture the spirit of reasoned argument."

Though only four years old, the Princeton, New Jersey–based group has grown rapidly from a few hundred members to over 1,700. With twenty-five state affiliates and plans for several more, the NAS is on its way to becoming a full-scale counterinsurgency by conservatives and traditionalists who consider themselves a disenfranchised minority within the academy. They have emerged after years of relative quiescence and banded together in the hopes of repelling those they see as "the barbarian in our midst," in the memorable phrase of Alan C. Kors, an historian at the University of Pennsylvania who is one of the group's stalwarts.

The NAS is engaged in a fight on many fronts. It runs a research center that keeps track of developments on campus and maintains an executive- and faculty-search service to help place like-minded teachers and administrators. The association also offers small two-year fellowships for "scholars engaged in serious research" and publishes *Academic Questions,* a quarterly journal with 3,000 subscribers, which Lynne Cheney, the conservative chairman of the National Endowment for the Humanities, praises as "one of the best written and best edited journals in the academic journal community." These endeavors are supported by a $500,000-a-year budget, which comes mostly from grants from conservative foundations, including the Coors Foundation in Colorado, the John M. Olin and Smith Richardson foundations in New York City, the Sarah Scaife Foundation in Pittsburgh, the Institute for Educational Affairs in Washington, D.C., and the Lynde and Harry Bradley Foundation in Milwaukee. "We're unlikely to get money from Ford or Rockefeller," notes Stephen Balch, the NAS president, executive director, and one of its founders.

The NAS grew out of a small New York City–area group called the Campus Coalition for Democracy, which Balch, an associate professor of government at the John Jay College of Criminal Justice, began in 1982. The coalition was intended as a support group for people who felt they could not speak freely on issues of concern to them, such as affirmative action and feminism, according to Barry Gross, a professor at CUNY's York College and president of the New York Association of Scholars, the NAS's largest affiliate. "We thought it was becoming increasingly difficult to hold any kind of rational arguments on certain kinds of topics," Gross says.

Among those who joined him early on were Peter Shaw, then a professor emeritus in English at the State University of New York at Stony Brook (he currently teaches at St. Peter's College), Herb London, dean of the Gallatin Division of New York University, and Carol Iannone, a professor of English in the Gallatin Division. "We did not constitute a minyan," remembers London. "I said I didn't think we'd find ten like-minded people in the entire country's university system. I was quite wrong. There was a responsive audience out there of people who felt that the university had abdicated primary responsibility to pass the canon on from one generation to another."

Galvanized by attacks on the core curriculum at Stanford and elsewhere, Balch and his colleagues decided to found a national organization in 1987. "When he spoke to me and a few others about founding an organi-

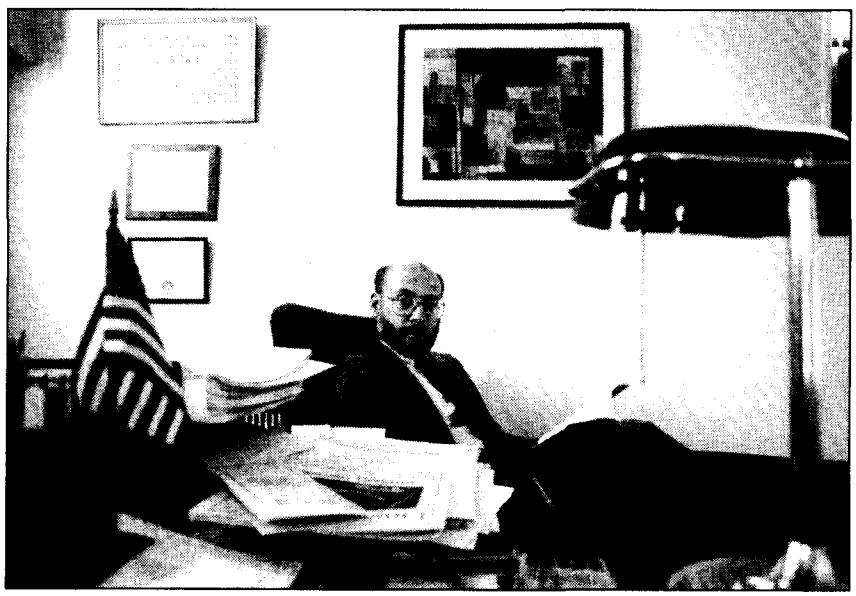

PHOTO BY LEO TOUCHET

MR. NAS, STEPHEN BALCH

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zation, we didn't have to spend too much time talking about it," Shaw recalls. "Scholarship and teaching had come to be dominated by leftist political ideology. I didn't think there was much prospect of success. There was an atmosphere of intolerance and intimidation when it came to ideas such as ours, in favor of a more traditional, humanistically inclined kind of teaching that wasn't based on politics. People were afraid to declare themselves in opposition to new trends lest they be labeled reactionary, sexist, or racist."

Balch says that he and his colleagues shared a feeling that academic culture was becoming increasingly one-sided, politicized, dominated by an adversarial mentality that held "all the major institutions of American society to be deeply flawed and chronically unjust." They objected to the use of the classroom to "inculcate a narrow and sectarian type of politics, rather than using it to acquaint students with a wide range of views," according to Balch. Stanley Rothman, a political scientist at Smith who has become active in the group, agrees. "There's a lot of junk going on," he says, "that is weakening the scholarly tradition of the university and has begun to impair [its] effectiveness."

The best record of what has concerned the NAS over four years of existence is its journal *Academic Questions,* edited by London. The first issue, published in the winter of 1987, began with London's "call to the academy," an argument that "radicals, despite their influence, are less dangerous to the campus atmosphere than the liberal majority that has manifestly surrendered to the pressures of vocal opinion."

The journal consistently returns to a few themes. Academic feminism, in its

A Separate Peace

With the NAS and the MLA engaged in a long war of attrition, each attempting to degrade the other's assets—those "texts" that used to be called poems, novels, even works of art—many scholars are searching for a less political forum in which to discuss their work.

The good news is that it may already exist, at least for Americanists, in a relatively new and relaxed organization called the American Literature Association (ALA). Founded in 1989, the ALA got its start when scholarly-author societies found themselves unable—often for political reasons—to get their culture heroes onto the program at the MLA. ALA executive director Alfred Bendixen, an associate professor of English at California State University, Los Angeles, recalls that as a member of the Edith Wharton Society, he tried unsuccessfully for two years to get the divine Ms. W. an MLA slot. The reason for his failure, he was ultimately informed, was that "Edith Wharton is not a major author."

It turned out there were a number of other "minor"-author societies—the Willa Cather Foundation, the Ralph Waldo Emerson Society, the Mark Twain Association—that were similarly frustrated, not to mention countless individuals who had heard too much about Melville as sexist and too little about the uncanny genius of *Bartleby the Scrivener.* Jacqueline V. Brogan, an ALA board member and an associate professor of English at the University of Notre Dame, says, "The quantity of American literature and the number of scholars who study it is enormous, while opportunities to present papers in the field are very limited. So it seemed reasonable to form an association. Secondarily, some individuals were disgusted with the MLA and all the talk about cultural diversity and theory. They felt that no one was talking about literature anymore."

Bendixen elaborates, "There's a whole group of traditional scholars who feel there is no place left for them. We welcome all types of scholarship. We're not anti anything. Our commitment is to authors and to literature."

Today, the ALA consists of approximately thirty-four American-author societies and a mailing list of 700.

Unlike the MLA (or the NAS), both veritable minefields of political hazards, the ALA, according to its newsletter, "is opposed to discrimination based on sex, race, nationality, or religion, but the Association will not take positions on political or social issues." Perhaps because of its nondenominational approach, the last ALA conference drew 500 participants of all persuasions—traditionalists and feminists, historicists, theoreticians, and biographers. There were panels on Native American women writers, Robert Frost, black women poets, Herman Melville, and "Journalism and the Canon." Bendixen says, "Both traditional and theoretical scholars attended and both were happy."

No doubt it also helped that the conference was held (from May 31 to June 2) in San Diego. As Bendixen says, "One of our basic premises is that we would not meet in Chicago in midwinter." Another is, "We're not going to buy a building on Astor Place."

The next ALA conference will be held Memorial Day weekend in Washington, D.C., and it is expected to be crowded. Says Brogan, "It's a fun conference. There's no job hunting, and it's not politicized. We have American scholars talking about American literature. It's an idea whose time had come." —*K.G.*

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various manifestations, is attacked in almost every issue. An article by Boston University sociologist Brigitte Berger equates the work of feminist Evelyn Fox Keller with Nazi physics. Peace studies, the Critical Legal Studies movement, African and Latin American studies, deconstruction, new historicism, ethical investment policies, and Paul Starr's *The Social Transformation of American Medicine* are all subject to broadsides by regular contributors to *Commentary* and *The National Review*. Articles defend Allan Bloom from his critics and castigate law school faculty for opposing Robert Bork's nomination to the Supreme Court. There is praise for Jeanne Kirkpatrick and William Bennett, whom London calls "the Winston Churchill of American Education." One attack on affirmative action philosophy is by Michael Levin, a philosophy professor at the City College of New York, who has since achieved notoriety by suggesting that black students in New York ride in separate, police-occupied subway cars. (Levin was asked to resign from the organization's board of directors after the controversy surfaced.)

While a number of the pieces in the journal are well argued, too many others are sneering and ill-tempered, or even slightly nutty. One article by Lawrence A. Beyer of Tulane Law School goes on at length about the pernicious effects of highlighters ("those marking pens that allow readers to emphasize passages in their books with transparent overlays of bright color"). More often, the intellectual style of *Academic Questions* echoes the high dudgeon of *Contentions*, the polemical newsletter of the recently dissolved neoconservative Committee for the Free World. In the Spring 1990 issue, London rants about Ford Foundation support for feminist fringe groups "which, endowed by angels at the Ford Foundation, . . . become the angels and benefactors of their peers. Is it any wonder the curriculum is in disarray and the defenders of Western civilization are often hiding in their office bunkers?" The aggrieved tone makes it unlikely that the magazine will persuade anyone who is not already in the NAS camp.

The NAS put on its largest conference ever at the New York Penta Hotel last June. The three-day event, whose theme was "Strategies for the Nineties," was attended by 300 people and covered by *The Chronicle of Higher Education*, *The American Spectator*, and others. According to reports, the conference oscillated between political sermonizing and more-measured analysis. It began with a blast of the former during a panel called "Academic Utopianism: Its Past and Its Future," headlined by Midge Decter, former director of the Committee for the Free World, Paul Craig Roberts of the Center for Strategic and International Studies, and Gertrude Himmelfarb, a professor emeritus at the CUNY Graduate School.

RADICALS, SAYS THE NAS'S HERB LONDON, ARE LESS DANGEROUS TO THE CAMPUS THAN THE LIBERAL MAJORITY THAT HAS SURRENDERED TO THEM.

Much of the conference revolved around tales of academic persecution. The NAS presented its $2,500 Sidney Hook Award for "uncommon service in the defense of intellectual freedom and academic integrity" to James Coleman, a University of Chicago sociologist, who described difficulties he encountered as a result of his research into racial integration, which found black schoolteachers to be less well prepared than their white counterparts. Stephen Thernstrom, the Winthrop Professor of History at Harvard, described how he was tarred by the accusation of racism after students accused him of "racial insensitivity." The charge stemmed from his use of the politically incorrect terms "American Indians" and "Oriental." Thernstrom attributed the failure of liberal colleagues to come to his defense to a pervasive fear of the taint of racism through association. Donald Kagan, the dean of Yale College, spoke of opposition to his nomination based on his conservative politics. Joseph Horn, a former associate dean at the College of Liberal Arts at the University of Texas, told of being asked to resign because of his candid opposition to affirmative action and multiculturalism.

The overall emphasis of the conference was on organizing and "fighting back." Kagan recommended that scientists be enlisted in the struggle to defend the liberal arts. "Scientists believe in the efficacy of reason and the possibility of truth. Get *them* involved in the total life of the institution. Reach out to your scientific colleagues: They will be especially good in holding to high standards." The point was enthusiastically seconded by Robert Gordon of Johns Hopkins, who urged in the question period that scientists not be left to muse on the sidelines. "Radicalize them!" When demands for multiculturalism and feminism come full steam at you, Gordon counseled: "Yell, Physics and mathematics first!"

The conference concluded with a panel that addressed the question "Can the Professoriate Reform Itself?" The discussion included calls to arms by Gross and Kors. "From administrators who are quiescent careerists or just plain scared, to tenured radicals, through self-appointed student leaders and uncomprehending newspapers, battle is given on every front," Gross told the audience.

Kors exhorted his "pessimistic" colleagues "to become the monasteries of a new dark ages, preserving what is worth preserving amid the barbaric ravages in the countryside and the towns of academe."

The feeling that they are the only ones who can keep the flame of learning alive while marauding radicals rape and pillage the academy is, in fact, what appears to unite a membership that

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ranges from social conservatives to neoconservatives, libertarians, and even a few liberals. According to John Agresto, president of St. John's College, who spoke at the conference, "What holds the organization together is a feeling of being beleaguered by forces who feel nothing but contempt for Western civilization both as a course and as a political fact."

But is the NAS's overall portrayal of the university—one endlessly repeated and amplified by the general press—accurate?

"To read the things being written by some of those people, you'd think Shakespeare was holed up in a cave in Montana because everyone wants to kill him, that Milton had been driven out of the academy by Zane Grey," says the celebrated "barbarian" Stanley Fish.

"I think theirs is a highly distorted picture that overlooks both social and intellectual developments on the campus," notes Catharine Stimpson, dean of the graduate school at Rutgers. Stimpson argues that the NAS betrays a naive view that the academic canon is formed by all but the most excellent texts being weeded out. In her view, the canon is created through a complex interaction of historical and social as well as intellectual forces. "I don't think the university is going to decline like a corrupt Atlantis because we open up the canon," Stimpson says. "To expand the canon is to enhance culture, not destroy it."

Waxing hysterical about the end of Western civilization, the NAS does tend to disregard the size of its own base of support. Members seldom talk about the places where the traditional liberal arts education has suffered few inroads (*see* box on facing page). And they refuse to take solace in the enormous success of books like Allan Bloom's *The Closing of the American Mind* and E. D. Hirsch's *Cultural Literacy.*

In fact, what documentation exists suggests that academics are not nearly as radical as NAS members believe. According to a 1984 study by the Carnegie Foundation for the Advancement of Teaching, a mere 5.8 percent of 5,000 teachers surveyed considered themselves "left," as opposed to 33.8 percent who considered themselves "liberal," 26.6 who said they were "middle of the road," 29.6 percent who said they were "moderately conservative," and 4.2 percent who claimed to be "strongly conservative." This represents a slight shift to the right since 1969. Daniel Bell, professor emeritus in sociology at Harvard, argues that left-wing influence has been diminishing in the social sciences, and to a lesser extent in the humanities as well.

On the question of the curriculum's evolution, the NAS may have a better case. However, while examples of fatuous course offerings are legion, no one has proven that fewer students are reading Plato or Shakespeare than in the past. In an attempt to bolster its contention, the NAS is now studying the undergraduate curriculum at fifty top-flight public and private colleges for a report on how it has changed over twenty-five years. The results are not yet in.

The NAS claims to defend free inquiry and unqualified debate in the tradition of J. S. Mill, Justice Holmes, Robert Maynard Huchins, and Lionel Trilling. The group exists in part, London says, to "promote the idea of rational exegesis." But members are likely to denounce alien ideas more often than they engage or consider them. As Gross told the Penta gathering, "The litany of maledictions and nonsense is familiar to us all: pluralism, diversity, role model, the canon, male hegemony, elitism, awareness, value neutrality, insensitivity, banned speech, deconstructed texts."

The NAS is also prone to conflating its admirable intellectual ideals with far less compelling political prejudices. In conversation, members of the association blur the distinction between vigorous debate about the ideas that undergird Western democracy and agreement with those ideas. They want students to ask basic questions but object when the answers derived are not the "right" ones.

The NAS has already had an impact on American higher education and is likely to become a more significant force in the future. But its potential for growth may be limited by its political slant. So far, the group has failed to attract many moderates or liberals, who ought to be broadly sympathetic to the group's goals. The Jacques Barzuns and Mortimer Adlers, the Irving Howes and Daniel Bells, have kept their distance. Bell, for example, says he approves of the basic ideas behind

"Excuse me, sir, but are you talking about the Western civilization of which I am a member?"

Drawing by Joe Mirachi; ©1990 The New Yorker Magazine, Inc.

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the NAS but is put off by the group's stridency. "A group that was more moderate, cool, willing to make relevant distinctions, would get a great deal of support," he says. "Unfortunately aggressiveness, tackiness seem to win out."

All that was in evidence at the Penta conference, sometimes memorably. During the response period at one of the Penta sessions, a young, white, male assistant professor rose to complain about admissions offices that admit students on the basis of social-policy considerations rather than scholarly aptitude. As he spoke, the ubiquitous conference photographer approached from one side, knelt down, and snapped a picture. The moment the flashbulb went off, the professor reflexively raised his hand to cover his face, and a nervous laugh rippled through the room. The professor spun around and faced the audience directly. "Look," he said, pointing at his chest. *"I'm* not a member of a protected group." Lf

Jacob Weisberg is a Senior Editor at The New Republic *magazine.*

The Neocon Quad

The spanking new and utterly eccentric *National Review College Guide: America's 50 Top Liberal Arts Schools,* edited by Charles (*ProfScam*) Sykes and Brad Miner, is a neocon alternative to those long-lived volumes that still naively proclaim the virtues of a Harvard, Yale, Stanford or—ugh!—Berkeley education to eager high-schoolers and their soon-to-be-indebted progenitors.

The guide honors none of the Ivies except Columbia, so favored because of its core curriculum in the classics, and none of the major state universities. But John Silber's Boston University is anointed, as is Grove City, a Pennsylvania school best known for its refusal to comply with federal regulations barring sex discrimination; Asbury College in Wilmore, Kentucky (in 1970, "the center of a nationwide student evangelical revival that Billy Graham was to call 'an eruption of the spirit' that gave evidence of 'what the Holy Spirit is ready to do'"); and Birmingham-Southern ("We know we run the risk of being called sexist for pointing out that nineteen former Miss Alabamas are Birmingham-Southern alumnae. But we have to admit that finding a school where the feminist zeitgeist does not insist that female students adopt the politics of Elena Ceausescu or the manners of Leona Helmsley is a welcome relief from some we've looked at").

The editors' stated criteria are a Western Civilization or Great Books emphasis, accessible faculty who do not rely on graduate students to teach their courses, and an elusive quality they call "university community," measured primarily in terms of an institution's resistance to "the new academic orthodoxy." These qualities appear to flourish at schools with close ties to the conservative Protestant or Roman Catholic churches and at a safe remove from America's larger cities, of which (with the curious exception of San Antonio, Texas) Sykes and Miner do not seem especially fond. Of course, a few Miss Alabamas, or "coeds who dress like fashion models" (South Carolina's Furman University) never hurt. Here are the *National Review*'s fifty top liberal arts schools, by state:

ALABAMA
Birmingham-Southern College

CALIFORNIA
Claremont McKenna College
Pepperdine Univerity
Thomas Aquinas College

GEORGIA
Oglethorpe University

ILLINOIS
University of Chicago
Wheaton College

INDIANA
Hanover College
University of Notre Dame
Wabash College

KENTUCKY
Transylvania University
Asbury College
Centre College

MARYLAND
St. John's College
St. Mary's College of Maryland
Mount Saint Mary's College

MASSACHUSETTS
Boston University

MICHIGAN
Calvin College
Hillsdale College
Hope College

MINNESOTA
Gustavus Adolphus College
Saint John's University/College of Saint Benedict
St. Olaf College

MISSISSIPPI
Millsaps College

NEW HAMPSHIRE
Saint Anselm College
Thomas More College

NEW MEXICO
St. John's College

NEW YORK
Columbia College
Houghton College
Union College

NORTH CAROLINA
Davidson College

OHIO
Franciscan University of Steubenville

PENNSYLVANIA
Saint Vincent College
Grove City College

RHODE ISLAND
Providence College

SOUTH CAROLINA
Furman University
Wofford College

TENNESSEE
Rhodes College
University of the South

TEXAS
Baylor University
University of Dallas
Southwestern University
Trinity University

UTAH
Brigham Young University

VIRGINIA
Hampden-Sydney College
Washington and Lee University
College of William and Mary
Lynchburg College

WASHINGTON
Whitman College
Gonzaga University

WISCONSIN
Lawrence University

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RESEARCH FILE

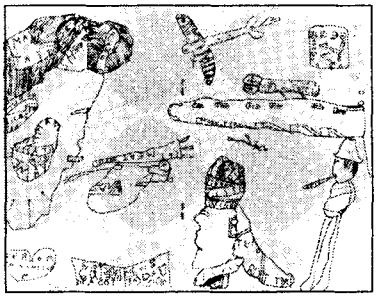
DOCUMENTS IN SEARCH OF SCHOLARS

FRANKLIN FURNACE ARCHIVE

At Franklin Furnace, the downtown Manhattan performance "space" and archive of the avant-garde, they still have to field the occasional call from somebody seeking heating oil or a new radiator. No, Franklin Furnace has nothing to do with heating per se, although a great deal of hot air has been generated lately by its sponsorship of performance artists like Karen Finley, Holly Hughes, and Annie Sprinkle. As a venue for artists' readings, installations, and experimental performances, the Furnace helped launch the careers of Eric Bogosian, Laurie Anderson, Barbara Kruger, Jenny Holzer, and Finley, the chocolate-smeared oracle herself. As an archive, it is the largest collection of artists' books in the country—not books about artists but books, or vaguely book-like objects, made by artists.

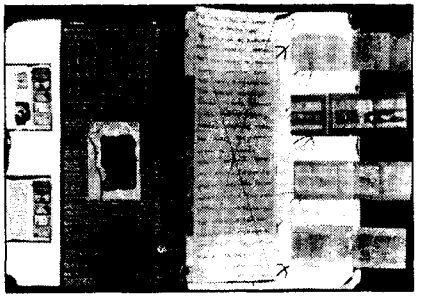
In 1976 performance artist and downtown scene queen Martha Wilson founded Franklin Furnace to accommodate her own growing collection of artist-made books. As a recognized art form, artists' books emerged in the early sixties, though their lineage stretches back through Dadaist and Constructivist typographical experiments to the textual hijinks of the Futurists. The archive now contains some 12,000 books (all made since 1960) and includes work by Dieter Roth, Joseph Beuys, Ed Ruscha, Sol LeWitt, Barbara Kruger, John Baldessari, Jenny Holzer, and Claes Oldenburg.

Some of these books look like books and some look like—well, like briefcases or sausages or decks of cards that can be reshuffled and reread in any order. Some are scruffy color Xerox jobs or fabricbooks suspiciously reminiscent of *Pat the Bunny*, or "flipbooks" that inspire the same bone-headed delight they did when you were a kid. And some are more conventionally beautiful, with the gold-leaf and vellum of illuminated manuscripts or the sober heft of coffee-table books. What unites them is their unconventional use of text (though it might vary from one word compulsively repeated to a densely worded meditation on the art market or a visit to the gynecologist) and some interest on the part of their creators in subverting the gallery and museum circuit by making more affordable, portable, and duplicatable art.



Ray Gun Poems by Claes Oldenberg, 1960

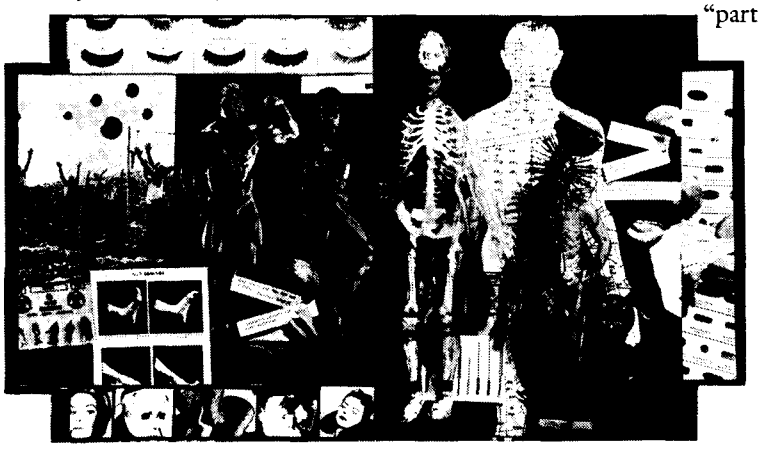
"They're always challenging our definitions of the book and any system we devise to try to classify them," says director of collections Michael Katchen. "Basically, if somebody sends us a book and says, 'This is an artist's book,' we go by that."



Primer: Ritual Elements (Book 1) by Helen M. Brunner, 1982

The artist's book of the sixties was, as the art critic Lucy Lippard has written, "part of a broad, if naive, quasi-political resistance to the extreme commodification of artwork and artists." At the Franklin Furnace Archive, something of that populist spirit lives on. You have to don a pair of white magician's gloves to protect the books while handling them. But the friendly, unpretentious staff seems to like to see the archive in use. The upstairs loft is full of college-age interns with the shiny-eyed, neurasthenic look of people prepared to lick thousands of stamps for art's sake. And the whole staff is liable to invite stray researchers along on their weekly dim sum lunch in nearby Chinatown.

For anyone interested in documenting the history of the contemporary avant-garde, the archive also has video and audio tapes of many of the performance artists who've made art in the Furnace basement since 1976, as well as a small but easy-to-use library of relevant reference works. *lf*



East-West by Steven Cortright, 1986

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Promises, Promises

By David Lyon

It's been sixteen years since I endured a postgrad course called "Computing for the Humanities."

Once a week, an English department colleague instructed us in the arcane practice of using a programmer's text editor as a word processor. Changing a misspelled word required specifying the line number, typing the corrected line, then deleting the original, misspelled version. Moving blocks of text required the logistical sense of a Rommel.

Next came Data Storage and Retrieval for the Humanities, in which a junk-mail-addressing program was used to find and categorize figures of speech in *David Copperfield*. A box of file cards and some Liquid Paper would have been a lot easier to use, but practicality be damned—we were on the ground floor of humanities computing! And back then those of us who taught hoped, in a burst of technophile optimism, that computers would reshape the very nature of humanities instruction by making thinking itself easier for our students.

Of course, we were wrong. In 1985, just as campus computers were becoming ubiquitous, William May noted what should have been obvious. In his paper "Technology, Teaching and the Future," he concluded that "the humanities disciplines do not easily lend themselves to sequential instruction or true-false and multiple-choice examinations." Nonetheless, May saw a bright future for word processing, which would "renew the importance of writing and editing. . . by eliminating the laborious side of rewriting." And if writing is rewriting, and clear writing a prerequisite for clear thinking, computers might still make the humanities professor's classic task—teaching students to think—easier to accomplish.

Even that measured view has thus far proved utopian. Most students now own or have access to personal computers, and most learn word processing in their freshman year. There are, in addition, 10,000-plus humanities instructional programs, according to the U.S. Department of Education. Alas, empirical evidence suggests that students who learn to write using the word processor not only don't write better (though they claim to enjoy it more) but may very well write worse.

Among other ills, computer-literate students tend to be afflicted by what newspaper editors call "screen-itis," the tendency to polish whatever is visible in one screen and ignore overall coherence. The result is a "clean" but incoherent or empty essay. As one history teacher noted of the essays by her sophomore students at Harvard, "At the level of the individual paragraph, the writing was often very good, but there was no train of thought linking it together. They would even repeat a sentence later in the essay, as if they never read it all the way through."

SIXTEEN YEARS AGO THOSE OF US WHO TAUGHT HOPED COMPUTERS WOULD RESHAPE THE NATURE OF HUMANITIES INSTRUCTION.

Of course, faculty share the blame, for we tend to reward as competent that which may only be slick. One study comparing students who took composition via computer with students using typewriters found that computer users received consistently higher grades because their papers had fewer technical errors.

Things may get worse before they get better, partly because Apple has been so successful in attracting students to the MacIntosh computer and its "graphical interface." Macs use an "icon-based" system, treating words as pictures rather than as symbols representing ideas. Users concentrate on mouse manipulation, pull-down menus, and drawing functions—not on rhetorical development or line of argument. As a result, Mac-papers may be charmingly illustrated with clip art but say nothing at all.

Last spring in *Academic Computing*, Marcia Peoples Halio reported on an experiment she has been running at the University of Delaware, where she is assistant director of the writing program. Since 1985, Delaware freshmen have chosen between learning composition on an IBM-compatible PC or on a Macintosh, with dramatically different results. Writing by Mac users averages just below eighth-grade reading level, while PC copy averages college-freshman level on the Kincaid scale. PC users average four misspellings per essay; Mac users average fifteen.

Halio wonders whether using the Mac inhibited the writing development of some students. If so, there are more problems ahead, because MicroSoft's extremely popular Windows software now allows PC users to switch to an icon-based interface.

Is there anything good to report? Maybe. Some intriguing experiments are

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attempting to integrate computer capabilities with humanities instruction. The Dartmouth College Computing Center, for example, is assembling a program that will provide the ultimate gloss on any text, by hooking them up to to videodisc players and reference books stored on CD-ROM. A student reading James Joyce's "Araby," and encountering "come-all-you," could, for example, click to a video of, say, Tommy Makem performing an Irish ballad. And Bard College's Institute for Writing and Thinking recently won an "electronic classroom" grant from IBM, which institute director Paul Connolly is using to set up a model "networked classroom"—a PC for every student, all tied together.

Connolly envisions classes with groups of students studying complex issues, specific aspects of which will be tackled by smaller work groups. At the elementary-school level, such "cooperative learning," as the theory of collaborative study is called, has proved extremely successful and is spreading rapidly. Something catalytic seems to occur whenever students are encouraged to work together rather than in isolation, and networked computer systems may enable a group to develop a more sophisticated written approach to a subject than any student could alone.

Connolly is already a convert. He says, "The technology that allows students to interact immediately changes the character of learning." As we say, Maybe.

David Lyon is a freelance writer and a lecturer at Boston University's College of Communication.

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Illinois, U of	Kenny, William	Bucknell U	PA
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Kentucky, U of	Illman, Richard G.	Michigan State U	MI
ManhttnSch Music	Martin, Jean	Georgia, U of	GA

THIS ISSUE: LINGUISTICS THROUGH SPANISH/PORTUGUESE. LAST ISSUE (FEB., 1991): ANTHROPOLOGY/ARCHEOLOGY/FOLKLORE, ART/ART HISTORY, CLASSICS, COMMUNICATION, COMPARATIVE LITERATURE, DRAMA/DANCE/FILM, ECONOMICS, ENGLISH, FRENCH/ITALIAN, GEOGRAPHY, GERMAN, HISTORY

THESE TABLES reflect first-time hirings to full-time junior positions effective as of the '90-'91 academic year in the humanities and social sciences (excluding psychology) at more than 250 4-year colleges and universities in the US and Canada.

The tables should be read as follows: the institution in the third column hired for the first time to a full-time junior position the individual in column two. (It may not be the first junior position the individual has gotten.) The individual received graduate training at the institution in the first column.

Information about graduate training was obtained either from the hiring institution or from the individual. This information has not been double-checked with each training institution. "N/A" means this information was not available at press time.

Where we have a campus name (e.g. "Illinois, Urbana") we use it. But someone trained there might just as well be listed under the general university name (e.g."Illinois, U of").

"S," "C," and "U" mean "State," "College," and "University." [NTG] means this institution is partially or completely non-tenure-granting.

LINGUA FRANCA goes to great effort to insure that our data is accurate and as complete as possible. Since we have in most cases relied upon the administrators we survey, however, many of whom are not yet accustomed to providing information in the categories we request (we thank them warmly for their cooperation), we know that JOBTRACKS is, as we go to press, incomplete and still not free from all errors. Consequently, we cannot be responsible for errors and omissions, and readers are advised not to act on any of this information without verifying it.

We invite our readers to help make JOBTRACKS an even more comprehensive reference tool, in the following way.

If one of our items is in error, please let us know, on the stationary of the hiring department, specifying your name and title.

Deans and administrators: If your institution isn't represented and should be, write or call us to request the appropriate form.

Faculty members: If your name isn't here and should be, ascertain who in your administration or news office both has this information for the humanities and social sciences, and is willing to part with it. Give us the person's name and title, and your name and title. Note that aside from first-time junior hirings as of the '90-'91 academic year, we are also interested in tenurings and hirings to tenure (such as those listed in our December 1990 issue). We are not listing temporary or visiting positions, nor first-time hirings to those senior positions that are probationary (*e.g.* associate professor without tenure).

Contact us either by writing to the Jobtracks Desk, *Lingua Franca*, 172 East Boston Post Rd., Mamaroneck, NY 10543-9936, or by calling us at the 24-hour Jobtracks Line: 914-381-3801.

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JOBTRACKS 1990-91

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
ManhttnSch Music	McClain, Sandra C.	Georgia Southern	GA
ManhttnSch Music	Newland, Larry	Adelphi U	NY
Maryland, U of	Kelly, Terrence	Wiscnsn, LaCross	WI
Memphis StateU	Jones, Eddie	Arkansas, Faytvl	AR
Memphis StateU	Pittman, Daniel S.	Georgia Southern	GA
Miami, CoralGabl	Mills, David L.	Connecticut, U of	CT
Michigan State U	Alexander, Lois	Michigan, Flint	MI
Michigan State U	Kaplan, Allan	Corpus Christi	TX
Michigan State U	Rentschler, Barbara	Arkansas Tech U	AR
Michigan State U	Ritz, Dennis	Shippensburg	PA
Michigan State U	Wooten, Ronnie	SUNY, Fredonia	NY
Michigan, U of	Buggs, Claritha	Michigan State U	MI
Michigan, U of	Carrie, Rehkopf	Centrl Washingtn	WA
Michigan, U of	Cook, Susan C.	Wiscnsn, Madison	WI
Michigan, U of	Maldonado, Luis	Central Mich U	MI
Michigan, U of	McCarthy, Marie	Maryland, CollPk	MD
Michigan, U of	McMullen , Dio	Adelphi U	NY
Michigan, U of	Snarrenberg, Robert D.	Washington U	MO
Mills C	Povall, Richard	R P I	NY
Minnesota, U of	Berdahl, Susan Marie	Texas A & I	TX
Missouri, U of	Knapp, Joel	Texas Tech	TX
Montclair State C	Kubiak, Teresa	Indiana, Blmngtn	IN
N/A	Klug, Howard	Indiana, Blmngtn	IN
N/A	Polansky, Larry	Dartmouth C	NH
NCarolina. U of	Barbera, Andre	St. John's C	MD
NE Missouri SU	Hinton, Jeffrey	Fort Hays State	KS
NEngland Consv	John, Michel	Centrl Washingtn	WA
New Mexico SU	Fant, Gregg	New Mexico S U	NM
New Mexico, U of	Rowe, Martha	New Mexico S U	NM
North Texas, U of	Ashworth, Thomas J.	Minnesota, TwnC	MN
North Texas, U of	Mitchell, Randall T.	Indiana State U	IN
North Texas, U of	Morgan, Richard	Texas A & I	TX
Northern Colorado	Cadwallader, Rex	Texas, Arlington	TX
Northern Ill. U	Tipton, Chelsea	Central Mich U	MI
Oklahoma, U of	Dykema, Dan	Southrn Arkansas	AR
Oklahoma, U of	Weissman, Richard	Colorado, Denver	CO
Peabody Conserv	Cohen, Joanne	Concordia, Mrhd	MN
Peabody Conserv	Resick, Georgine	Notre Dame	IN
Penn, U of	Feldman, Martha	Chicago, U of	IL
Princeton U	Dubiel, Joseph	Columbia U	NY
Princeton U	Maus, Fred	Virginia, U of	VA
Princeton U	Rockmaker, Jody	Stanford U	CA
Southwest State	Richardson, Dennis	Texas A & I	TX
Stanford U	McDonald, Anthony	Centre College	KY
SUNY, StonyBrk	Rose, Douglas R.	St Francis Xavier	CAN
SWest Baptist U	Shore, Joseph	British Columbia	CAN
Texas, Austin	Balentine, James	Texas, San Anton	TX
Texas, Austin	Bowles, Chelcy L.	Bemidji State U	MN
Texas, U of	Tallman, Thomas	Du Page, C of	IL
UC Berkeley	Dilling, Margaret	UC San Diego	CA
UC Berkeley	Hollander, Jeffrey	Franklin&Marshall	PA
UC Berkeley	Ziporyn, Evan	MIT	MA
UC Los Angeles	Sugarman, Jane	SUNY, StonyBrk	NY
UC San Diego	Stahle-Laburda, Michael	New Mexico S U	NM
Washington U	Cox, Donna M.	Dayton, U of	OH
Washington, U of	Averill, Gage	Wesleyan U	CT
Washington, U of	Vanden Toorn, P.	UC SntaBarbara	CA
Western Illinois U	Winman, Paul	E Tennessee S U	TN
Westminster Choir C	Eberly, Claudia	North Dakota S	ND
Wiscnsn, Madison	Scott, Marshall	Western Kentucky	KY
Wiscnsn, U of	Taylor, Paul	Morehead State	KY
Yale University	Biringer, Gene	Texas Tech	TX
Yale University	DeCorsey, James	Lawrence U	WI
Yale University	Hyer, Brian	Wiscnsn, Madison	WI
Yale University	Lemelin, Stephen	Alberta, U of	CAN
Yale University	Vardi, Uri	Wiscnsn, Madison	WI
(CAN)Toronto, U of	Grier, James	Yale University	CT
(CAN)Victoria, U of	Read, Jesse	British Columbia	CAN
(ISRL)Israel Philharm	Eban, Eli	Indiana, Blmngtn	IN
(UK)Birmingham	Hinton, Stephen	Yale University	CT

MIDDLE EAST LANGUAGES

Boston C	Lacey, R. Kevin	SUNY, Binghmtn	NY
Brandeis U	Levinson, Bernard M.	Indiana, Blmngtn	IN
Chicago, U of	Cole, Steven	Harvard U	MA
Harvard U	Brustad, Kristen	Harvard U	MA
Harvard U	Fleming, Daniel	New York U	NY
Harvard U	Qezer, Fuhmi	Harvard U	MA
Illinois, U of	Yonogi, Reiko	Indiana-Purdue	IN
N/A	Sezer, Fehmi	Harvard U	MA
Penn, U of	Reynolds, Dwight	Amherst C	MA
Penn, U of	Roth, Martha	Chicago, U of	IL
Penn, U of	Stewart, Devin	Emory U	GA
Stanford U	Tsuruta, Dorothy	Mills C	CA
Texas, Austin	Epstein, Shifra	Emory U	GA
UC Los Angeles	Abuel-Haj, Samira	New York U	NY
Yale University	Lehner, Mark	Chicago, U of	IL

ORIENTAL LANGUAGES

Chicago, U of	Sherman, Carol	Texas Christian	TX
Columbia U	Birge, Bettine	S California,U of	CA
Cornell U	Noda, Mari	Ohio State	OH
CUNY	Alcalay, Ammiel	CUNY, Queens C	NY
Georgetown U	Takashi, Kyoko	Middlebury C	VT
Harvard U	Masunaga, Kiyoko	Chaminade U	HI
Harvard U	Rouzer, Paul	Columbia U	NY
Harvard U	Rowson, Everett	Penn, U of	PA
Harvard U	Zeitlin, Judith	Harvard U	MA
Indiana U	Morita, Kiyoko	Wellesley C	MA
Iowa, U of	Falconer, Elizabeth	Augustana C	IL
Michigan, U of	Lammers, Wayne	Lewis & Clark C	OR
Minnesota, U of	Chen, Daxing	Middle Tennessee	TN
Minnesota, U of	Larson, Phyllis	Macalester C	MN
N/A	Aoki, Michiko	Clark U	MA
NCarolina, ChplH	Forbis, Elizabeth P.	Notre Dame	IN
Ohio State	Saito, Yoshiko	Texas, Austin	TX
Oregon, U of	Nakajima, Setsuko	Oregon State U	OR
Princeton U	Connery, Christopher	UC SantaCruz	CA
San Francisco SU	McKeon, Midori	San Francisco SU	CA
Stanford U	Trumbull, Randolph	Purdue U	IN
Texas, Austin	Azuma, Shoji	Utah, U of	UT
UC Berkeley	Horton, H.M.	UC Berkeley	CA
UC Berkeley	Scott, Mary	San Francisco SU	CA
UC Los Angeles	Chance, Linda	Penn, U of	PA
Washington, U of	Lai, Chiu-Mi	Lewis & Clark C	OR
Washington, U of	Mattos, Gilbert	Seton Hall U	NJ
Wiscnsn, Madison	Wang, David	Columbia U	NY
Wiscnsn, Madison	Wu, Jianhsin	Pomona College	CA
Wiscnsn, U of	Fukuchi, Isamu	Notre Dame	IN
Yale University	Kurita, Kyoko	Pomona College	CA
(CAN)Brit Columbia	Hirata, Hosea	Princeton U	NJ
(IRAN)Esfahan	Ghanoonpaarvar, M.	Texas, Austin	TX
(JAPAN)Meiji Gakuin	Narita, Noriko	Bucknell U	PA

PHILOSOPHY

Arizona, U of	David, Marian A.	Notre Dame	IN
Arizona, U of	Stubenberg, Leopold	Notre Dame	IN
Boston C	Pensky, Max	SUNY, Binghmtn	NY
Boston U	Preston, Elizabeth	Georgia, U of	GA
California C of Arts	Abe, Stanley	San Francisco SU	CA
Catholic U Amer	McCarthy, John C.	Catholic U Amer	DC
Chicago, U of	Moussa, Mario	Worcester Poly	MA
Chicago, U of	Weir, Jack	Morehead State	KY
Columbia U	Weberman, David S.	Wiscnsn, Madison	WI
Connecticut, U of	Stafford, Sue	Simmons C	MA
Cornell U	Sidelle, Allan	Wiscnsn, Madison	WI
Cornell U	Vihvelin, Kadri	S.California, U of	CA
CUNY, Grad Schl	Savion, Leah	Indiana, Blmngtn	IN
Dallas, U of	Salem, Eric	St. John's C	MD
Duquesne U	Birmingham, Peg	Pace U, N.Y.	NY
Duquesne U	Davis, Stephen	CalSU-LBeach	CA
Duquesne U	Olkowski, Dorothea	Colorado, ColSpr	CO
Emory U	Evangeliou, Christos	Central Conn SU	CT
Emory U	Lewis, J. Austin	Skidmore C	NY
Emory U	Reichberg, Gregory	Catholic U Amer	DC
Florida State U	Holstrom-Hintikka, G.	Boston U	MA
Georgetown U	Cutter, Mary Ann G.	Colorado, ColSpr	CO
Harvard U	Ebbs, Gary	Penn, U of	PA
Harvard U	Floyd, Juliet	CUNY, City C	NY
Harvard U	Riley, Gregory	George Mason U	VA
Harvard U	Talbot, William J.	Washington, U of	WA
Hawaii, U of	Putney, David	Old Dominion U	VA
Illinois, U of	Lewis, Eric	McGill U	CAN
Illinois, Urbana	MacNeil, Kevin M.	Minnesota, Mrris	MN
Indiana U	Barnes, Eric	Denison U	OH
Iowa, U of	Flage, Daniel	James Madison	VA
Iowa, U of	Holbrook, Daniel	Washington State	WA

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JOBTRACKS 1990-91

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Johns Hopkins U	Driver, Julia	CUNY, Brooklyn	NY
Marquette U	Walsh, Robert	Saint Peter's C	NJ
Mass, Amherst	McNamara, Paul	New Hampshire	NH
Mass, U of	Cowles, David	Arizona State U	AZ
Miami, CoralGabl	Medina, Vicente	Seton Hall U	NJ
Michigan, AnnArb	Bezuidenhout, Anne L.	SCarolina, Clmbia	SC
Michigan, U of	Batterman, Robert	Ohio State	OH
Michigan, U of	Endicott, Ronald	Arkansas St U	AR
Michigan, U of	Lahav, Ran	South. Methodist	TX
Michigan, U of.	Thomas, Bruce	Tulane U	LA
Missouri, U of	Goffstein, Gilbert	Radford U	VA
MIT	Patterson, Sarah	Harvard U	MA
MIT	Pietroski, Paul	McGill U	CAN
N/A	Marilyn, Nissim-Sabbat	Lewis U	IL
NCarolina, ChplH	Doran, Katheryn	Hamilton College	NY
NCarolina, ChplH	Hebert, Mark	Austin College	TX
NCarolina, ChplH	Waller, Bruce N.	Youngstown State	OH
NCarolina, U of	Resnik, David	Wyoming, U of	WY
NCarolina, U of	Windham, Mary	Kalamazoo C	MI
Northwestern U	Buller, David	Colgate U	NY
Northwestern U	Oliver, Kelly	GeorgeWashingtn	DC
Northwestern U	Wattles, Jeffrey	Kent State U	OH
Notre Dame	Hibbs, Thomas	Boston C	MA
Notre Dame	Horst, Steven	Wesleyan U	CT
Notre Dame	Kreuzman III, Henry	Wooster, C of	OH
Notre Dame	Loomis, David	Central Conn SU	CT
Notre Dame	Summerfield, Donna	S.Illinois, Carbnd	IL
Notre Dame	Wilson, Patrick	Hampden-Sydney	VA
Ohio State	Almeida, Michael	Texas, San Anton	TX
Oklahoma, U of	Pappin, Joe	Arkansas, LtlRok	AR
Pittsburgh, U of	Baxter, Donald L.M.	Connecticut,U of	CT
Pittsburgh, U of	Lange, Marc	UC Los Angeles	CA
Pittsburgh, U of	Seibt, Johnna V.	Texas, Austin	TX
Princeton U	King, Peter	Ohio State	OH
Princeton U	O'Connor, Pauline	Western Ontario	CAN
Princeton U	Sherline, Edward	Wyoming, U of	WY
Princeton U	Thomson, E. Paul	John Carroll U	OH
Purdue U	Purcell, Jack	Middle Tennessee	TN
Purdue U	Tagore, Saranindra	Texas, San Anton	TX
Rutgers U	Narayan, Uma	Vassar C	NY
Stanford U	Blanchette, Patricia	Yale University	CT
Stanford U	Dresser, Charles	Arizona State U	AZ
Stanford U	Kennedy, John B.	Notre Dame	IN
Stanford U	Swijtink, Zeno	Indiana, Blmngtn	IN
SUNY, StonyBrk	Baeten, Elizabeth A.	Emerson C	MA
Temple U	Fox, Alan David	Delaware, U of	DE
Temple U	Haber, Honi	Colorado, Denver	CO
Temple U	Vancamp, Julie	CalSU-LBeach	CA
Texas, Austin	Strange, Steven	Emory U	GA
Texas, U of	Sweeney, Eileen	Boston C	MA
UC Berkeley	Bobonich, Chris	Chicago, U of	IL
UC Berkeley	Ignjatovic, Aleksandar	Carnegie Mellon	PA
UC Berkeley	Latham, Noa	Barnard C	NY
UC Berkeley	Ludwig, Kirk	Florida, U of	FL
UC Berkeley	Romain, Dianne	Sonoma State U	CA
UC Los Angeles	DeRose, Keith	New York U	NY
UC Los Angeles	Hsu, Andrew	UC Los Angeles	CA
UC Riverside	Williams, Linda	Kent State U	OH
UC San Diego	Dietrich, Michael	UC Davis	CA
UC San Diego	Latiolais, Christopher	Kalamazoo C	MI
Vanderbilt U	Odell-Scott, David	Kent State U	OH
Vanderbilt U	Stenstead, Gail	E Tennessee S U	TN
Washington U	Mozur, Gerald	SW.Missouri S U	MO
Washington U	Simon, Thomas	Baltimore, U of	MD
Wisconsn, Madison	Langenfus, William	John Carroll U	OH
Wisconsn, U of	Davion, Victoria	Georgia, U of	GA
Wisconsn, U of	Hogan, Melinda	East Carolina U	NC
Wisconsn, U of	Reshotko, Naomi	Central Mich U	MI
Yale University	Ravizza, Mark	UC Riverside	CA
Yale University	Sullivan, Sonja	Rice U	TX
Yale University	Walsh, Terrance	Holy Cross, C of	MA
(CAN)Brit Columbia	Hahn, Martin	Simon Fraser U	CAN
(CAN)McGill U	Johnson, Clarence	Spelman C	GA
(CAN)Ottawa, U of	Nzegwu, Nkiru	SUNY, Binghmtn	NY
(CAN)Queen's U	Ramberg, Bjern	Simon Fraser U	CAN
(CAN)Toronto, U of	Ibanez- Noe, Javier	Marquette U	WI
(CAN)Toronto, U of	Mills, Charles	Illinois, Chicago	IL
(CAN)Toronto, U of	Shannon, Daniel E.	DePauw U	IN
(CAN)West Ontario	Egan, Mary	Rutgers, N Bruns	NJ
(CAN)West Ontario	Morton, Petes	Mt Royal C	CAN
(GR)Frankfurt U	De Laurentis, Allegra	Miami U, Oxford	OH
(GR)Free U Berlin	Fritsche, Johannes	New School	NY
(GR)Hamburg	Nordmann, Alfred	SCarolina,Clmbia	SC
(GR)Tubingen	Stueber, Karsten	Holy Cross, C of	MA
(POLND)Warsaw	Niklas, Ursula	Indiana-Purdue	IN
(SCT)U Glasgow	Baillie, James	Portland, U of	OR
(UK)London, U of	Newman, Andrew	Nebraska, Omaha	NE
(UK)London, U of	Saunders, Simon	Harvard U	MA
(UK)Oxford U	Cussins, Adrian	UC San Diego	CA
(UK)Oxford U	Denham, Alison	Simon Fraser U	CAN
(UK)Oxford U	Jenkins, John I.	Notre Dame	IN
(UK)Oxford U	Magnell, Thoman	Drew U	NJ
(UK)University C	Wilwerding, Jonathan	UC Riverside	CA

POLITICAL SCIENCE

Akron, U of	Goswami, Nirmal	Texas A & I	TX
American U	Malone, Elouise	U.S. Naval Acad	MD
Arizona State U	Gregware, Peter	New Mexico S U	NM
Arizona State U	Knepper, Paul	North. Kentucky	KY
Arizona State U	Maupin, James	SW Missouri S U	MO
Arizona, U of	Sondrol, Paul C.	Colorado, ColSpr	CO
Cal Inst Tech	Lupia, Arthur	UC San Diego	CA
Chicago, U of	Bessette, Joseph	Claremont McKn	CA
Chicago, U of	Kuo, Cheng-Tian	Wisconsn, Milwauk	WI
Chicago, U of	Miranda, Rowan	Illinois, Chicago	IL
Chicago, U of	Mitchell, Joshua M.	GeorgeWashingtn	DC
Chicago, U of	Rashid, Samory	Indiana State U	IN
Chicago, U of	Rubin, Barnett	Columbia U	NY
Chicago, U of	Sullivan, Vicki	Skidmore C	NY
Chicago, U of	Williams, John	Indiana, Blmngtn	IN
Cincinnati, U of	Hewan, Clinton	North. Kentucky	KY
Claremont Grad	Fox, Siegrun	Texas Tech	TX
Colorado, U of	Kathlene, Lyn	Purdue U	IN
Colorado, U of	Paulson, Arthur	Southern CT SU	CT
Columbia U	Lapid, Yosef	New Mexico S U	NM
Columbia U	Weed, Clyde	Southern CT SU	CT
Columbia U	Young, John T.	Frankln & Marshall	PA
Cornell U	Wang, Shaoguang	Yale University	CT
CUNY	Thomas, Arnold	CUNY, Brooklyn	NY
CUNY, City C	Sedghi, Hamiden	Hobart & William	NY
CUNY, Grad Schl	Luger, Stan	North. Colorado	CO
CUNY, Grad Schl	Thompson, J. Philip	CUNY, GradSchl	NY
Delaware, U of	Blasecki, Janet L.	Connecticut, U of	CT
Delaware, U of	Blits, Kathleen	St. John's C	MD
Denver, U of	Yohannes, Okbazhi	Louisville, U of	KY
Duke U	Holland, Ronando	Bowling Green S	OH
Duke U	Klyza, Chris	Middlebury C	VT
Emory U	Sobisch, Andreas	John Carroll U	OH
Florida State U	Bourdavalis, Chris	Augusta C	GA
Georgia, U of	Park, Kyung Ae	Frankln & Marshall	PA
Harvard U	Adam, Hussein	Holy Cross, C of	MA
Harvard U	Burns, Nancy	Michigan, AnArb	MI
Harvard U	Ekiert, Grzegorz	Harvard U	MA
Harvard U	Lilla, Mark	New York U	NY
Harvard U	Rosen, Stephen	Harvard U	MA
Harvard U	Sanders, Arthur	Drake U	IA
Harvard U	Skerry, Peter	UC Los Angeles	CA
Harvard U	Steiner, David	Vanderbilt U	TN
Harvard U	Stewart-Hill, Ann	CalSU-LBeach	CA
Houston, U of	Connor, George	SW Missouri S U	MO
Illinois, U of	Gallagher, Nancy	Wesleyan U	CT
Illinois, U of	Khory, Kavita	Mount Holyoke	MA
Illinois, Urbana	Pacek, Alexander	Texas A&M U	TX
Indiana U	Hale, Jon	Oklahoma, U of	OK
Indiana U	Simon, Marc	Bowling Green S	OH
Johns Hopkins U	Davenport, Sally	Oregon State U	OR
Johns Hopkins U	Euchner, Charles	Holy Cross, C of	MA
Johns Hopkins U	Hao, Yufan	Colgate U	NY
Johns Hopkins U	Hirschmann, Nancy	Cornell U	NY
Johns Hopkins U	Rush, Mark E.	Washington&Lee	VA
Johns Hopkins U	Stone, Alec	Middlebury C	VT
Johns Hopkins U	Tong, Yanqi	Utah, U of	UT
Kansas, U of	Billeaux, David M.	Corpus Christi	TX
Kansas, U of	Mainuddin, Rolin	SW Missouri S U	MO
Kentucky, U of	Golden, Kathie S.	Colorado, ColSpr	CO
Kentucky, U of	Mohapatra, Manindra K.	Indiana State U	IN
Kentucky, U of	Neack, Laura	Miami U, Oxford	OH
Maryland, CollPk	Derleth, James	Pacific, U of	CA
Maryland, U of	Garber, Judith	Alberta, U of	CAN
Mass, Amherst	Bodelson, Patricia	Saint Cloud State	MN
Miami, CoralGabl	Carroll, William	Sam Houston S U	TX
Michigan, U of	Brehm, John	Duke U	NC
Michigan, U of	Dion, Douglas	Michigan, AnArb	MI
Michigan, U of	Goertz, Gary	Florida, U of	FL
Michigan, U of	Meyers, Roy	Maryland, Catnsvl	MD
Michigan, U of	Sobel, Andrew C.	Washington U	MO

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JOBTRACKS 1990-91

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Minnesota, U of	Barnett, Michael	Wisconsn, Madison	WI
Minnesota, U of	Canon, David T.	Wisconsn, Madison	WI
Minnesota, U of	Doty, Roxanne	Arizona State U	AZ
Minnesota, U of	Fried, Amy	Colgate U	NY
Minnesota, U of	Lin, Tse-min	Texas, Austin	TX
MIT	Coleman, John J	Texas, Austin	TX
MIT	Martin, Cathie Jo	Boston U	MA
MIT	Yanow, Dvora	Cal SU-Haywrd	CA
N/A	Disch, Lisa J.	Minnesota,TwinC	MN
N/A	Itoh, Mayomi	CUNY, Queens C	NY
N/A	Kalu, Kalechi	North. Colorado	CO
N/A	McGuire, Kevin T.	Minnesota,TwinC	MN
N/A	Saroyan, Mark	Harvard U	MA
N/A	Shapiro, Douglas	NCarolina,ChplH	NC
NCarolina, ChplH	Northrup, Ric	Morehead State	KY
NCarolina, U of	Haskell, John	Drake U	IA
NCarolina, U of	Pallansch, Leona	Allegheny C	PA
Nebraska, Omaha	Hindera, John	Arkansas, Faytvl	AR
New York U	Appleton, Andrew	Canisius C	NY
New York U	Misciagno, Patricia	Bucknell U	PA
Northwestern U	Budde, Michael	Auburn U	AL
Ohio State	Bartle, John	SUNY, Binghmtn	NY
Ohio State	Jones, Charles	Capital U	OH
Ohio State	Miller, Mark C.	Clark U	MA
Penn, U of	Watt, Donald	Southrn Arkansas	AR
Pennsylvania State	Iannello, Kathleen	Gettysburg C	PA
Princeton U	Denoeux, Guilain	Colby College	ME
Princeton U	Hanchard, Michael G	Texas, Austin	TX
Princeton U	Hemberger, Suzette	Johns Hopkins U	MD
Princeton U	Marx, Anthony	Columbia U	NY
Princeton U	McClure, Kirstie	Johns Hopkins U	MD
Rice U	Ryan, Jeffrey	Arkansas, Faytvl	AR
Rice U	Taylor, Michelle	Texas A&M U	TX
Rochester, U of	Dash, Shrikant	Vanderbilt U	TN
Rochester, U of	Wilkinson, John	Washington, U of	WA
Rochester, U of	Winsky, Laura	Hamilton College	NY
Rutgers U	Grant, Judith	S.California, U of	CA
Rutgers U	Ishai, Micheline	Hobart & William	NY
Rutgers U	Moroney, Siobhan	Marquette U	WI
S. California, U of	Euchner, John Paul	Winthrop C	SC
S. California, U of	McKenzie, Evan	Albright College	PA
S. Carolina, U of	Brown, Leann	Florida, U of	FL
S. Carolina, U of	Duke, Lois L.	Clemson U	SC
Stanford U	Gaubatz, Kurt Taylor	Stanford U	CA
Stanford U	Smith, Stephen S.	Winthrop C	SC
Stanford U	Zlomke, Susan	Oklahoma, U of	OK
SUNY, Binghmtn	Christian, Cindy	Texas Tech	TX
SUNY, Binghmtn	Imai, Kunihiko	Wisconsn, Parksd	WI
SUNY, Binghmtn	Rubaii-Barrett, Nadia	New Mexico S U	NM
SUNY, StonyBrk	Lenart, Silvo	Purdue U	IN
SUNY, Stonybrk	Stroh, Patrick	Carnegie Mellon	PA
Syracuse U	Faragmand, Ali	North. Kentucky	KY
Syracuse U	Sadofsky, David	Cal SU-Haywrd	CA
Syracuse U	Whiting, Raymond	Augusta C	GA
Temple U	Julian, Gregory	Pace U, N.Y.	NY
Temple U	Levin-Waldman, Oren	Seton Hall U	NJ
Texas, Austin	Kline, Gary	Georgia Southwst	GA
Texas, Austin	Machado, Priscilla	U.S. Naval Acad	MD
Texas Tech	Umeh, Jay	Cal SU-Haywrd	CA
Texas, U of	Dorraj, Manochehr	Texas Christian U	TX
UC Berkeley	Archer, Ronald	Duke U	NC
UC Berkeley	Goldgeier, James	Cornell U	NY
UC Berkeley	Hanson, Steve	Washington, U of	WA
UC Berkeley	Klinger, Janeen M.	Franklin & Marshall	PA
UC Berkeley	Lipschutz, Ronnie	UC SantaCruz	CA
UC Berkeley	Seery, John	Pomona College	CA
UC Berkeley	Telhami, Shibley	Cornell U	NY
UC Berkeley	Tilton, Mark	Purdue U	IN
UC Berkeley	Tunick, Mark	Stanford U	CA
UC Berkeley	Van Evera, Stephen	MIT	MA
UC Los Angeles	Brawley, Mark	McGill U	CAN
UC Los Angeles	Gillman, Howard	S.California, U of	CA
UC Los Angeles	Remer, Gary	Tulane U	LA
UC Riverside	Hahn, Dwight R.	John Carroll U	OH
UC San Diego	Bartlett, David	Vanderbilt U	TN
UC San Diego	Noble, G.W.	UC Berkeley	CA
UC San Diego	Rocco, Christopher F.	Connecticut,U of	CT
UC SntaBarbara	Childers, Donna	Denison U	OH
UC SntaBarbara	Morin, Arthur	Fort Hays State	KS
Utah, U of	Woodall, Brian	UC Irvine	CA
Vanderbilt U	Tesi, Moses	Middle Tennessee	TN
Virginia Poly	Nicolay, John	Central Mich U	MI
Virginia Poly	Shareef, Reginald	Radford U	VA
Virginia, U of	Eastby, John	Hampden-Sydney	VA
Virginia, U of	Mandel, Wm.	Miami U, Oxford	OH
Virginia, U of	Tlou, Lehlohonolo	Virginia Poly	VA
Virginia, U of	Van Aller, Christopher	Winthrop C	SC
Virginia, U of	Williams, Robert	SW Missouri S U	MO
Washington State	Stohr-Gillmore, Mary	New Mexico S U	NM
Washington U	Ainsworth, Scott	Georgia, U of	GA
Washington U	Khademian, Anne M.	Wisconsn, Madison	WI
Washington U	Lyles, Kevin	Illinois, Chicago	IL
Washington, U of	Fauchier, Loren	Queens C	NC
Washington, U of	Livingston, Steven L.	Utah, U of	UT
West Virginia U	Krause, Mark	Bethany College	WV
William & Mary	Wood, Pia	Old Dominion U	VA
Wisconsn, Madison	Bower, Lisa	Arizona State U	AZ
Wisconsn, U of	Hedge, David	Florida, U of	FL
Wisconsn, U of	Ringquist, Evan	Texas Tech	TX
Wisconsn, U of	Young, Brigitte	Wesleyan U	CT
Yale University	Anderson, Jeffrey	Brown U	RI
Yale University	Murphy, James	Dartmouth C	NH
Yale University	Scalia, Laura	Houston, U of	TX
(CAN)Carleton U	Bradford, Neil	Huron,West. Ont.	CAN
(CAN)McMaster U	Moens, Alex	Simon Fraser U	CAN
(CAN)Queen's U	Eisenberg, Avigail	British Columbia	CAN
(CAN)Toronto, U of	Laycock, David	Simon Fraser U	CAN
(CAN)Toronto, U of	Nolan, Cathal	Miami U, Oxford	OH
(CAN)York U	Bedford, David	New Brunswick	CAN
(KOREA)Nat'l U	Chien-Pin, Li	Wisconsn, StevensPt	WI
(UK)Birmingham	Shiffer, Jonathan	Wyoming, U of	WY
(UK)Oxford U	Dhada, Mustafah	North. Colorado	CO
(UK)Oxford U	Kiss, Elizabeth	Princeton U	NJ
(UK)Oxford U	Long, Carlton	Columbia U	NY
(UK)Oxford U	Pitcher, Anne	Colgate U	NY
(UK)Oxford U	Schoppa, Leonard	Virginia, U of	VA
(UK)Oxford U	Sharakiya, Abisi	SUNY, Binghmtn	NY
(UK)Oxford U	Skran, Claudia	Lawrence U	WI
(UK)Reading	Alcalde, Javier	John B. Stetson	FL
(UK)Schl of Econ	Vandewalle, Nicholas	Michigan State U	MI

RELIGION

Boston C	Webster, Colleen	Saint Michael's C	VT
Boston U	Blackwell, Michael	SW Missouri S U	MO
Brandeis U	Eisen, Robert	GeorgeWashingtn	DC
Brown U	Cates, Diana Fritz	Iowa, U of	IA
Brown U	Eilberg-Schwartz, H.	Stanford U	CA
Catholic U Amer	Moleski, Martin	Canisius C	NY
Catholic U Amer	Nash, James L.	Catholic U Amer	DC
Chicago Divinity	Firer-Hinze, Christine	Marquette U	WI
Chicago, U of	Bunge, Marcia	Luther C	IA
Chicago, U of	Sparkes, Terry	Luther C	IA
Chicago, U of	Whitmore, Todd D.	Notre Dame	IN
Claremont Grad	Hughes, Edward	CalSU-LBeach	CA
Claremont Grad	Torjesen, Karen	Claremont Grad	CA
Columbia U	Abe, Ryuchi	Columbia U	NY
Columbia U	Forman, Robert K.C.	CUNY, Hunter C	NY
Columbia U	Iweriebor, Ehiedu	Manhattanville C	NY
Columbia U	Lewis, Todd	Holy Cross, C of	MA
Drew U	Corrington, Gail	Rhodes C	TN
Drew U	Gray, C. Jarrett, Jr.	Allegheny C	PA
Drew U	Mann, Gary	Augustana C	IL
Duke U	Adam, Andrew	Eckerd College	FL
Duke U	Hall, Robert	Hampden-Sydney	VA
Duke U	Kammer III, Charles	Wooster, C of	OH
Duke U	Leyerle, S. Blake	Notre Dame	IN
Emory U	Hawk, L. Daniel	Centenary C	LA
Georgia, U of	Swazo, Norman	Springfield C	MA
Grad Theol Union	Poorman, Mark	Notre Dame	IN
Grad Theol Union	Sterling, Gregory	Notre Dame	IN
Harvard U	Ackerman, Susan	Dartmouth C	NH
Harvard U	Waldstein, Michael	Notre Dame	IN
Iowa, U of	Humes, Cynthia Ann	ClaremontMcKna	CA
NCarolina, ChplH	Snyder, Lawrence	Western Kentucky	KY
NCarolina, U of	Harris, Jane	Hendrix C	AR
Princeton Theol.	Mabry, Eddie	Augustana C	IL
Princeton U	Berkey, Jonathan	Mount Holyoke	MA
Princeton U	Bowlin, John	Tulsa, U of	OK
Princeton U	Cladis, Mark	Vassar C	NY
S. California, U of	Piar, Carlos	CalSU-LBeach	CA
Saint Louis U	Casteel, Robert	Maryville C	MO
Saint Michael's C	McIntyre, Moni	Duquesne U	PA
St. Louis U	Selvidge, Marla	Centrl Missouri S	MO
Syracuse U	Stange, Mary	Skidmore C	NY
Temple U	Ashton, Diane	Glassboro S C	NJ

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JOBTRACKS 1990-91

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Temple U	Yusuf, Imtiyaz	Texas Christian U	TX
UC Berkeley	Davidson, Ronald	Fairfield U	CT
UC Los Angeles	Cornell, Vincent	Georgia, U of	GA
Union Theol. Sem	Brubaker, Pamela	Cleveland State	OH
Vanderbilt U	Otto, David	Centenary C	LA
Virginia, U of	Campbell, Courtney	Oregon State U	OR
Yale University	Bodiford, William	Iowa, U of	IA
Yale University	Cavadini, John C.	Notre Dame	IN
Yale University	Jones, James	Manhattanville C	NY
Yale University	O'Regan, Cyril	Yale University	CT
Yale University	Porter, Jean	Notre Dame	IN
(CAN)McMaster U	Plantinga, Richard	Calvin C	MI
(CAN)Toronto, U of	Mericer, Ronald	Holy Cross, C of	MA
(CAN)Toronto, U of	Waserman, Steve	Reed C	OR
(BELG)Cath.Louvain	Weare, Kenneth	Dayton, U of	OH
(SCT)St. Andrews	Gossai, Hemchand	Concordia, Mrhd	MN
(UK)Oxford U	Westberg, Daniel	Virginia, U of	VA

SLAVIC/RUSSIAN

Chicago, U of	Fowler, George	Indiana, Blmngtn	IN
CUNY	De Roeck, Galina	Arizona, Tucson	AZ
Harvard U	Garza, Thomas J	Texas, Austin	TX
Illinois, U of	Roklina, Natalie	Skidmore C	NY
Indiana U	Fradkin, Robert	Old Dominion U	VA
Indiana U	Tucker, Janet	Arkansas, Faytvl	AR
Iowa, U of	Longinovic, Tomislav	Wiscnsn, Madison	WI
Kansas, U of	Yastremski, Slava	Bucknell U	PA
Michigan, U of	Rifkin, Benjamin	Wiscnsn, Madison	WI
Michigan, U of	Sherif, Ann	Case Westrn Res	OH
New York U	Whittaker, Tatyana	Manhattanville C	NY
Pittsburgh, U of	Osipovich, Tatiana	Lewis & Clark C	OR
Stanford U	Houk, Guy	John B. Stetson	FL
Texas, Austin	Edwards, Robert	S.Illinois, Carbndl	IL
UC Berkeley	Schallert, Jan E.	Texas, Austin	TX
UC Davis	Druzhnikov, Yuri	UC Davis	CA
UC Los Angeles	Ueda, Masako	Brown U	RI
Washington, U of	Rudova, Larissa	Reed C	OR
Yale University	Greenleaf, Monika F.	Yale University	CT
Yale University	Lahti, Katherine	Trinity C	CT
(CAN)Alberta, U of	Nahachewsky, Andriy	Alberta, U of	CAN
(CAN)Brit Columbia	Polowy, Teresa	Arizona, Tucson	AZ
(CANToronto, U of	Roll, Seramina	McGill U	CAN
(USSR)AcadSci,Mosc	Epstein, Mark	Emory U	GA

SOCIOLOGY

Arizona, U of	Case, Charles	Augusta C	GA
Arizona, U of	Kasof, Joseph	Texas, Austin	TX
Arizona, U of	Patnoe, Jerry	Arkansas, Faytvl	AR
Arkansas, LtlRok	Armstrong, Gregory	SUNY, Cortland	NY
Boston U	Bielic, Dusan	Southern Maine	ME
Boston U	Coady, Judith	Central Conn SU	CT
Boston U	Powell, Kathleen	Frostburg State	MD
Brandeis U	Kempers, Margot B.	Smith C	MA
Brown U	Christian, Patricia	Canisius C	NY
Brown U	Kostopulos-Cooperman	Suffolk C	MA
Case Westrn Res	Belgrave, Linda	Miami, CoralGabl	FL
Chicago, U of	Carruthers, Bruce	Northwestern U	IL
Chicago, U of	Darnell, Alfred	Vanderbilt U	TN
Chicago, U of	Hao, Lingxin	Iowa, U of	IA
Cincinnati, U of	Cook, Darrell	Benedictine C	KS
Cincinnati, U of	Deitz, Bernadette	Texas Tech	TX
Columbia U	Groger, Lisa	Miami U, Oxford	OH
Columbia U	Parra, Max	UC San Diego	CA
Columbia U	Weil, James	Marquette U	WI
Connecticut, U of	Hall, Elaine	Old Dominion U	VA
Connecticut, U of	Weaver, Robert R.	Youngstown S	OH
Cornell U	Logan, John A.	Wiscnsn, Madison	WI
CUNY, Grad Schl	Williams, Terry	New School	NY
Denver, U of	Frans, Douglas	Arkansas, Faytvl	AR
Denver, U of	Lin, Muh Bi	Western Kentucky	KY
Florida State U	Adair, Olga M.	PrairieView A&M	TX
Florida State U	Sayles, Susan	NCarolina, Wimn	NC
Florida, U of	Griffith, David C.	East Carolina U	NC
Fordham U	Bricker-Jenkins, Mary	Western Kentucky	KY
Harvard U	Crane, Jonathan	Illinois, Chicago	IL

TRAINED BY	NAME	HIRED BY	
Harvard U	Feagin, Joe	Florida, U of	FL
Harvard U	Gould, Roger	Chicago, U of	IL
Harvard U	Paulsen, Ronnelle	Texas, Austin	TX
Heller School	Williams, Constance	Brandeis U	MA
Illinois, U of	Cyaja, Ronald	North Carolina S	NC
Illinois, U of	Staley, Judith C.	Southrn Arkansas	AR
Indiana, Blmngtn	McCammon, Holly	Vanderbilt U	TN
Indiana State U	Senese, Jeffrey	Baltimore, U of	MD
Indiana U	Petruso, Kari	Texas, Arlington	TX
Indiana U	White, Robert W.	Indiana-Purdue	IN
Iowa, U of	Cole, Cheryl L.	Colorado, ColSpr	CO
Iowa, U of	Johnson, Cathryn	Emory U	GA
Johns Hopkins U	Gray, Jane	Indiana, S. Bend	IN
Kansas, U of	Horner, Louise Bailey	NW Missouri S U	MO
Kent State U	De Zolt, Ernest M.	John Carroll U	OH
Kent State U	Strickland, Wendy	Fairleigh Dickinsn	NJ
Kentucky, U of	Hardesty, Constance	Oklahoma, U of	OK
Kentucky, U of	Keith, Verna	Arizona State U	AZ
Louisiana S U	Furr, Allan	East Texas S U	TX
Maryland, U of	Burns, Thomas J.	Utah, U of	UT
Mass, Amherst	Horowitz, Sheryl	Wooster, C of	OH
Mass, U of	Cruz, Jon	UC SntaBarbara	CA
Mass, U of	Sitaraman, Bhavani	Denison U	OH
Mass, U of	Su, Tie-Ting	McGill U	CAN
Michigan State U	Lacy, Michael G.	Colorado State	CO
Michigan State U	McCormack, Mary	Alma College	MI
Michigan, U of	Axinn, William	Chicago, U of	IL
Michigan, U of	Beisel, Nicola	Northwestern U	IL
Michigan, U of	Boies, John	Texas A&M U	TX
Michigan, U of	Buckley, Cynthia J.	Texas, Austin	TX
Michigan, U of	Lee, Jason	Cincinnati, U of	OH
Michigan, U of	Wilson, Leon	Wayne State U	MI
Minnesota, U of	Edwards, Willie	East Texas S U	TX
Missouri, Colmbia	Dichiara, Albert	Hartford, U of	CT
Missouri, Colmbia	Koch, Larry	Michigan, Flint	MI
N/A	Beoku-Betts, Josephine	Georgia, U of	GA
N/A	Browne, Basil	CUNY, Queens C	NY
N/A	Gallo, Carmenxa	CUNY, Queens C	NY
N/A	Lloyd, Robin	SUNY, Purchase	NY
N/A	London, Bruce	Clark U	MA
N/A	Ostrower, Francis	Harvard U	MA
N/A	Siebold, Catherine	Southern Maine	ME
N/A	Tam, Hong-wing	Harvard U	MA
N/A	Zimmer, Lyn	CUNY, Queens C	NY
NCarolina, ChplH	Fisch, Mark	Centenary C	LA
NCarolina, U of	Parnell, Allan	Duke U	NC
New Mexico, U of	Martinez, Theresa	Utah, U of	UT
New School	Rodrigues, Rose	Fairfield U	CT
North Carolina S	Smith, Lynn	Western Kentucky	KY
Northwestern U	Fitz Gibbon, Heather	Wooster, C of	OH
Notre Dame	Pulido, Alberto L.	Utah, U of	UT
Notre Dame	Williams, Michael	Simmons C	MA
Ohio State	Callahan, Lisa	Russell Sage C	NY
Ohio State	Farmer, James	Texas, Arlington	TX
Ohio State	Williams, Gary	Belmont Abbey C	NC
Oregon, U of	Fong, Colleen	Cal SU-Haywrd	CA
Oregon, U of	Hunt, Charles Watson	Utah, U of	UT
Penn, U of	Abbott, James	Glassboro S C	NJ
Penn, U of	Kibria, Nazli	S.California, U of	CA
Penn, U of	Weaver, Wesley	SUNY, Cortland	NY
Pennsylvania State	Harris, Kathleen M.	NCarolina,ChplH	NC
Pittsburgh, U of	Alford, Finnegan	LIU,Southamptn	NY
Princeton U	Cerulo, Karen	Rutgers, N Bruns	NJ
Purdue U	Solomon, Jennifer Crew	Winthrop C	SC
S. California, U of	Lachiusa, Thomas	Springfield C	MA
South Florida	Anthony-Davis, Brenda	Western Kentucky	KY
Stanford U	Alexander, Victoria	Harvard U	MA
Stanford U	Corse, Sarah	Virginia, U of	VA
Stanford U	Fischbeck, Paul	Carnegie Mellon	PA
Stanford U	Shively, JoEllen	Michigan, AnArb	MI
SUNY	Argiros, Rita	Saint Cloud State	MN
SUNY, Buffalo	Cornwell, Martha	Frostburg State	MD
SUNY, Buffalo	Ploughman, Penelope	Skidmore C	NY
SUNY, StonyBrk	Halle, David	UC Los Angeles	CA
SUNY, StonyBrk	Pena, Milagros	Bowling Green S	OH
Tennessee, Knoxvl	Bidwell , Lee	Longwood C	VA
Tennessee, U of	McNutt, John	Loras C	IA
Tennessee, U of	Plummer, Judy	Arkansas Tech U	AR
Texas A&M U	Stallings, Teresa	Minot State U	ND
Texas A&M U	Torres, Cruz	Colorado, Denver	CO
Texas, Austin	Green, Penny A.	Clemson U	SC
Texas, Austin	Ramirez, Arthur	Sonoma State U	CA
Texas, U of	Zsembik, Barbara	Florida, U of	FL
UC Berkeley	Athens, Lonnie	Seton Hall U	NJ
UC Berkeley	Enriquez, L.J.	UC Berkeley	CA

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JOBTRACKS 1990-91

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
UC Berkeley	Joppke, Christian	S.California,U of	CA
UC Berkeley	Macharia, Kinuthia	Harvard U	MA
UC Berkeley	Pimley, Scott M.	S. Mississippi	MS
UC Berkeley	Shinagawa, Larry	Sonoma State U	CA
UC Berkeley	Tucker, Kenneth	Mount Holyoke	MA
UC Berkeley	Wholey, Douglas	Carnegie Mellon	PA
UC Davis	Gardetto, Darlaine	Missouri, Clmbia	MO
UC Davis	Guaqnano, Gregory	George Mason U	VA
UC Davis	Robnett, Belinda	UC Davis	CA
UC Irvine	Kinkade, Patrick	Texas Christian U	TX
UC Los Angeles	Kiecolt, Jill	Arizona State U	AZ
UC Los Angeles	Stepan-Norris, Judith	UC Irvine	CA
UC Riverside	Fukurai, Hiroshi	UC SantaCruz	CA
UC San Diego	Emmelman, Debra	SW Missouri S U	MO
UC San Diego	Foltz, Tanice	Indiana, NW	IN
UC San Diego	Wiley, Juniper	CalSU-LBeach	CA
UC San Francisco	Chico, Nan	Cal SU-Haywrd	CA
UC San Francisco	Prosono, Marvin	SW Missouri S U	MO
UC SntaBarbara	Espinosa, Dula	Arizona State U	AZ
UC SntaBarbara	Harrington, C. Lee	Miami U, Oxford	OH
UC SntaBarbara	Loseke, Donileen	Skidmore C	NY
Virginia, U of	Dalton, Douglas	Longwood C	VA
Virginia, U of	Nourse, Jennifer	Richmond, U of	VA
Washington State	Seff, Monica	Texas, Arlington	TX
Washington State	Warner, Rebecca	Oregon State U	OR
Washington State	Weeks, Susan	Sam Houston S U	TX
Washington U	Gneinstein, Theodore	North Carolina S	NC
Washington, U of	Birmingham-Pokorny, E	Southrn Arkansas	AR
Wiscnsn, Madison	Bobo, Larry	UC Los Angeles	CA
Wiscnsn, Madison	Hooks, Gregory	Washington State	WA
Wiscnsn, Madison	Iaquinta, David	Nebraska Weslyn	NE
Wiscnsn, Madison	Olson, Mary	Cornell College	IA
Wiscnsn, Madison	Watson, Dorothy	Indiana, Blmngtn	IN
Wiscnsn, Milwauk	Hanson, Jerry	Webster U[NTG]	MO
Wiscnsn, U of	Adams, Julia	Michigan, AnArb	MI
Wiscnsn, U of	Bartol, Anne	Castleton State	VT
Wiscnsn, U of	Dvorak, Suzanne	New Mexico S U	NM
Wiscnsn, U of	Orbuch, Terri	Michigan, AnArb	MI
Yale University	Ewick, Patricia	Clark U	MA
Yale University	Guyot, Dorothy	St. John's C	MD
Yale University	Jepperson, Ronald	Washington, U of	WA
Yale University	Weston, William	Centre College	KY
(CAN)Alberta, U of	Brown, David	Lethbridge, U of	CAN
(CAN)Calgary, U of	Bowden, Gary	New Brunswick	CAN
(CAN)Ontar. Inst Ed	Brookes, Anne-Louise	St Francis Xavier	CAN
(CAN)Toronto, U of	Jacobs, Jerold A.	Indiana State U	IN
(CAN)Toronto, U of	Leah, Ronnie	Lethbridge, U of	CAN
(CAN)Waterloo, U of	Tymofie, David J.	St Francis Xavier	CAN
(GR)Goethe U	Heuberer, Frank	Boston U	MA
(SCT)Edinbrgh U	Pulkingham, Jane	Simon Fraser U	CAN
(W.IND)U W. Indies	Crichlow, Michaeline	Clarkson U	NY

SPANISH/PORTUGUESE

Arizona, U of	Chalupa, Federico	Bowling Green S	OH
Arizona, U of	Yoshimura, Marta Aida	Saint Michael's C	VT
Boston U	Pulgarin, Amalia	Simmons C	MA
Chicago, U of	Seeger, Judith	St. John's C	MD
Chicago, U of	Vernon, Kathleen	SUNY, StonyBrk	NY
Colorado,Bouldr	Mojica, Rafael	Michigan, Flint	MI
Columbia U	Foster, Timothy	Knox C	IL
Columbia U	Lopez, Adelaida	Occidental C	CA
Cornell U	Mallen, Enrique	Florida, U of	FL
Duke U	Hazzard, Douglas	Jacksonville U	FL
Florida State U	Adams, Clementina R.	Clemson U	SC
Florida, U of	Madden, Lori	Shippensburg	PA
Georgetown U	Graft, Kenneth	Texas A&M U	TX
Georgetown U	Urbina, Nicasio	Tulane U	LA
Georgia, U of	Young, Melissa	Augusta C	GA
Harvard U	Perez, Laura	Michigan, AnArb	MI
Harvard U	Smith, Alan	Skidmore C	NY
Illinois, U of	Rueda, Anna	Oklahoma, U of	OK
Indiana U	Anderson, Christopher	Tulsa, U of	OK
Indiana U	Fra-Molinero, Baltasar	Florida, U of	FL
Indiana U	Raymond, Kay	Sam Houston S U	TX
Iowa, U of	Cortinez, Carlos	Bemidji State U	MN
Johns Hopkins U	Millanes, José	CUNY, Lehman	NY
Kansas, U of	Johnson, Carl	Calvin C	MI
Kentucky, U of	Barnette, Jeffrey C.	Washington&Lee	VA
Mass, U of	Robledo, Angela	Illinois, Chicago	IL
Mexico, U of	Barrosa, Maria	Arizona, Tucson	AZ
Michigan State U	Bierling, Marilyn	Aquinas C	MI
Michigan State U	Sanchez de La Calle, E.	Marquette U	WI
Michigan State U	Uribe, Lilian	Central Conn SU	CT
Michigan, U of	Nino-Murcia, Mercedes	Iowa, U of	IA
Minnesota, U of	Butler, Phyllis	Maryland, CollPk	MD
Minnesota, U of	Finneman, Michael	Augustana C	IL
Minnesota, U of	Gibbs, Virginia	Luther C	IA
Minnesota, U of	Hall, John	Moorhead State	MN
Minnesota, U of	Sanchez, Angel	Arizona State U	AZ
NCarolina, ChplH	Jaramillo, June	Arizona, Tucson	AZ
New Mexico, U of	Donahue, Dorothy	Miami U, Oxford	OH
New Mexico, U of	Luiselli, Alessandra	Washington U	MO
New Mexico, U of	Rivera, Susan	Oklahoma, U of	OK
Ohio State	Torres, Daniel	Ohio University	OH
Ohio State	Westmoreland, Maurice	SUNY, Albany	NY
Penn, U of	Börger-Reese, Margaret	MillersvilleUofPA	PA
Penn, U of	Jackson, Edith	SUNY, Albany	NY
Penn, U of	McMahon, Donna	CalSU - SBrnrdno	CA
Pennsylvania State	Cordero-Ponce, Wanda	Albright College	PA
Pennsylvania State	Kessler, Deborah	Bethany College	WV
Pittsburgh, U of	Caminero, Rosario	MillersvilleUofPA	PA
Pittsburgh, U of	DeAngelis, Beatrice	Chatham College	PA
Pittsburgh, U of	Lopes, Francisco C.	Stanford U	CA
Puerto Rico, U of	Rodriguez Vivaldi, A.	Washington State	WA
Purdue U	Smalley, Deana	Northeastern S U	OK
Rutgers U	Mahris, Mary	SW Louisiana	LA
Stanford U	Lucas, Karen	BirminghmSthrn	AL
SUNY, Buffalo	Carullo, Sylvia G.	Saint Olaf C	MN
SUNY, Buffalo	Tarregòn, Alfredo	Auburn	AL
SUNY, StonyBrk	Chinchilla, Rosa H.	Connecticut,U of	CT
SUNY, StonyBrk	Ramos-Perea, Griselda	Colorado, Denver	CO
Syracuse U	Santiago, Angel	Stockton State C	NJ
Temple U	Drufovka-Restrepo, Ivan	Stockton State C	NJ
Texas, Austin	Galindo, D. Letticia	Arizona State U	AZ
Texas, Austin	Maligo, Pedro	Michigan State U	MI
Texas, Austin	Suppan, Steven	Missouri, Clmbia	MO
Texas, Austin	Thurston-Griswold, H.	Old Dominion U	VA
Texas, Austin	Vogeley, Anita	SUNY, Binghmtn	NY
Texas, U of	De Sa Rego, Enylton	Michigan, AnArb	MI

Faculty Editor of *Academe*

The AAUP seeks a person to fill the position of Faculty Editor for *Academe*, a faculty oriented journal of higher education published six times a year. The Faculty Editor, who is normally located on a college or university campus, is expected to visit the AAUP offices on a periodic basis to work with the *Academe* staff. Responsibilities of the Faculty Editor include: setting general *Academe* policies, within the policy framework of the Association; setting agendas and presiding at an annual meeting of the Editorial Advisory Board; initiating themes and soliciting and evaluating articles for *Academe*; and, when appropriate, conferring with members of the *Academe* staff on matters of production and design. Emphasis in the selection process will be given to such matters as: familiarity with AAUP policies, knowledge about higher education, previous journalistic experience, ability to engage a general academic audience, and demonstrated ability to work with others in a collaborative situation.

The appointment will be made in October, 1991, with responsibility to begin with the 1992 issue year. The position carries a modest honorarium. Interested persons should contact Iris Molotsky, AAUP, 1012 Fourteenth Street, N.W., Suite 500, Washington D.C., 20005, not later than June 1, 1991.

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Letters

Continued from page 3

of an arbitration team on a contested promotion and tenure case, the department head explained to me that, although he himself had never published, "I still have my standards," which led him to recommend against promotion and tenure for a young woman who had published two well-received books and a number of important articles. Can it be said that this scholar truly received peer review, having been judged by a man whose "standards" were molded twenty years ago? Because he had embarked on no research agenda of his own, he had no reason to keep up with his field and simply was not acquainted with the kind of recent scholarship practiced by his junior colleague.

Faculty who may not currently be active in research or publication should not be eliminated from the decision loop, however. Procedures must be established for inviting their input. Their assessments should properly be invited by the chair of the promotion and tenure committee and be included in the file that goes forward.

I would insist upon this because the dynamic growth of large public institutions in the past three decades has resulted in: those who were hired when the school emphasized teaching exclusively; those who were hired during a transition period when teaching was the major role and some research and publication was encouraged; and the more recent hires, who are expected to be both excellent teachers and active research scholars. The challenge facing higher education over the next twenty years is to create a working community from these three very different groups, providing incentives for each faculty member to perform optimally in her or his own areas of excellence and expertise. In other words, there must be incentives for excellent teaching as well as incentives for scholarship and creativity. There must also be policies in place to allow faculty to move back and forth between research-emphasis appointments and teaching-emphasis appointments. After all, no one's career is static, and people must be given the opportunity to change their areas of interest so that they do not become bored or disaffected.

Finally, let me address an unspoken assumption in Wiener's article that universities aspiring to become research institutions are somehow callously "on the make." Given the withdrawal of federal supports for higher education begun in the Reagan administration, many universities found it necessary to increase their research activities in order to increase the sums available from the indirect cost recovery on large grants. In fact, the ICR from science research has increasingly become a major source of support for undergraduate education in the arts and humanities. With the internal redistribution of ICR, on some campuses, the emphasis on research thus became a survival mechanism for undergraduate education.

Furthermore, research impacts on teaching in positive ways. The undergraduate who trains with a research scholar discovers that the role of an educational institution is not merely the dissemination of knowledge but its creation as well. The student moves from being only a passive recipient to being an active participant in knowledge making. For public institutions like my own, for example, where the admission and retention of underrepresented groups has received high priority, it is especially important that our undergraduates experience themselves as something more than passive recipients of other people's traditions. For those from previously silenced groups, especially, the opportunity to share in the creation of new knowledge is empowering and liberating. And it is the kind of experience that most often takes place when a faculty member can provide a model and share her own exhilaration at creation, discovery, and experimentation.

Annette Kolodny, *Dean, Faculty of Humanities, the University of Arizona*

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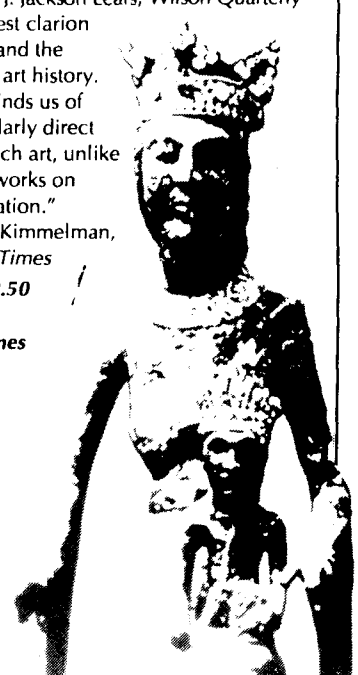

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